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ABSTRACT

The Memphis Center for Urban Partnerships (MCUP) was formed in 1992 to provide access, resources, and opportunities so that more urban students might realize their potentials and achieve success through increased college preparedness, matriculation, retention, and graduation. The Stage II plan implemented in 1993-94 included various activities focusing on systemic urban educational change. An ecological systems approach guided evaluative data collection, analysis, and assessment. Evaluation of changes occurred at the following levels: (1) the state system of education, the school district, and the partnership network; (2) the pilot school cluster; (3) school classrooms or grade-level cohorts; and (4) interventions impacting individual students. Evaluation results at each of these levels suggest that the short-term activities of 1993-94 appear to have only limited potential for fostering systemic change. A comprehensive planning process focusing on intermediate and long-term activities is needed, along with established guidelines for collaborative relationships. Emphasis on training and resources for change agents should continue. One appendix presents a number of supporting documents, and another contains 23 tables and 4 figures. (Contains 70 references.) (SLD)

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The University of Memphis
Memphis, TN 38152

Stage II Assessment of Memphis Center for Urban Partnerships

E. Dean Butler
C. Duane Gardner

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John A. Nunnery and Blake Burr-McNeal

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The University of Memphis

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STAGE II EVALUATION EXECUTIVE SUMMARY

Introduction

Mission

The Memphis Center for Urban Partnerships (MCUP) was formed in 1992 *to provide access, resources, and opportunities so that a greater number of urban students might realize their potential and achieve success by means of increased college preparedness, matriculation, retention, and graduation from postsecondary institutions*. Goals for the Memphis Partnership were established during the 1992-93 Stage I planning year; Memphis City Schools, The University of Memphis, LeMoyne-Owen College, and Shelby State Community College were identified as the major partners. A cluster of schools serving the Frayser neighborhood of Memphis were selected as pilot sites.

Stage II Plan

The Stage II plan implemented in 1993-94 included various activities focusing on achieving systemic urban educational change which incorporates state and local reform initiatives. The Partnership seeks to change Memphis into a learning community dedicated to providing supportive, safe, academically challenging, and success-oriented learning environments.

The Evaluation Plan

Focus on Systemic Change

A major focus of the Memphis plan is on systemic change strategies which seek to transform schools as cultural systems (norms, beliefs, expectations) through provision of a support system that can assist school and community leaders in restructuring the schools. As part of the systemic change strategy, MCUP implemented various programs to enhance the academic success of at-risk preK-12 public school students and African American postsecondary students. An ecological systems model was adapted for use in planning, management, and assessment. Stage II evaluative data collection, analysis, and assessment were guided by this model. The evaluation design seeks to describe and assess systemic changes reflected at four levels. These are identified as follows:

Level I: State system of education; school district; partnership network
Level II: The pilot school cluster
Level III: School classrooms or grade-level cohorts
Level IV: Interventions impacting individual students

Results of that evaluation are reported here.

Major Findings

LEVEL I

The Memphis Partnership

The network of organizations involved with the Memphis Partnership in 1993-94 included ninety-one agencies. The Executive Board reflected diverse community-wide interests and a common commitment to the mission and goals of the partnership. Staff included a full-time director, half-time secretary, part-time community coordinator, and graduate assistant. Leaders were also appointed for major activities. Officers were elected, an executive committee authorized and empowered, and monthly meetings held. Board member orientation was provided through meeting agendas and a weekend retreat. Six board members, along with staff personnel, participated in NCUP-sponsored national conferences in 1993-94.

Partnership Successes

Major successes realized in 1993-94 include a variety of programs initiated; partnership visibility, credibility and trust; leadership commitment; collaboration models and participatory styles employed with community partners; full-time staff; and creation of the governing structure. Major weaknesses were communications, management of partnership activities, system for planning and establishing priorities, and emphasis on fundamental system change.

Partnership Impact

In terms of impact, various pilot programs with short-term goals serving student subgroups have potential for moving beyond pilot stages as institutionalized programs in the schools and community. Some activities have impact potential for influencing the development of learning communities in the schools and fostering systemic change.

Federal, State, and Local Developments

Recent developments at the federal and state levels influencing the Memphis Partnership include *Goals 2000: Educate America Act* and Tennessee's 1993 high school policy, which incorporates mandates of Tennessee's *Education Improvement Act of 1992* and the *Master Plan for Tennessee Schools*. Important developments in Memphis City Schools include: (a) implementation of site-based decision making, (b) required annual school improvement plans, and (c) grouping of schools by clusters to improve communications, coordination, management, and resource allocations. Additionally, two new district-level offices -- one to coordinate accountability, measurement, and research and the other to coordinate school redesign, training, and development -- will have major impact on schools in the future.

Academy for Educational Excellence

The first Academy for Educational Excellence was a 1994 summer workshop developed as a joint project of MCUP with the Department of Leadership and Center for the Study of Higher Education, The University of Memphis. Participants explored various topics including transfer and articulation issues, communications between partner institutions, a faculty exchange program, and status of a student tracking system.

Volunteers in the Schools

MCUP and the Volunteer Center initiated a volunteers-in-the-schools program to provide educators access to people, equipment, and services and provide a mechanism through which organizations and businesses could mobilize resources for use by the schools. The first phase of the program was developed and piloted in the Frayser schools.

LEVEL II

Educational Indicators

A major MCUP goal in 1993-94 was to develop a system of empirical indicators to provide an information base for use by school leaders in strategic planning and data-based decision making. Central to MCUP's vision is a belief that the development and empowerment of school personnel as leaders capable of transforming school culture is essential to systemic reform of urban schools.

School-Level Profiles

School context information was obtained from professional personnel and communicated in report form to the schools for interpretation and use in developing school improvement plans. Fall 1993 data profiled seven climate factors as a baseline of initial strengths, weaknesses, and needs. Spring 1994 data were used to assess changes occurring during the pilot year.

Baseline profiles for the elementary sites revealed that ratings for leadership, school environment, instructional focus, and expectations for student behaviors exceeded state-wide norms. Spring 1994 results showed a decline in all dimensions except instructional focus. Secondary school scores were considerably lower, though an increase in high school ratings for community involvement was reflected in the spring semester. Instructional focus exceeded the state average.

Patterns of Stability and Change in the Schools

Individual school profiles indicated numerous patterns of stability and change. In one elementary site, ratings for six of the constructs declined over time though instructional focus remained considerably higher than the state average. In the other elementary site, scores were above the state norms in both fall and spring. The three secondary schools reflected different patterns of strengths and weaknesses. In one school, improved ratings over time were reflected for school-community involvement, with lowest ratings in both the fall and spring found for order and expectations for student behaviors. In another school, composite scores declined across time though ratings of instructional focus remained fairly high. In the third secondary school, ratings were considerably higher than state averages at both points in time, except in the case of order, which declined in the spring. An interesting pattern in this site was increase in ratings of school-community involvement and instruction in the spring even though fall ratings were exceptionally high. A second interesting pattern in this school was stability of high ratings for school environment, student expectations, and collaboration over time.

The 1993-94 data indicate that the schools varied considerably in instructional focus, community involvement, faculty collaboration, and expectations held for students. These variations are believed to be associated with changing leadership roles and responsibilities. The principal of one secondary school retired at the end of the school year. Interim personnel served as administrators in another site. These developments obviously influenced school context data obtained in 1993-94. While evidence of MCUP's accomplishing school cultural transformations during the start-up year may not be confirmed with certainty, the Memphis Partnership made important contributions to school-community involvement and instructional focus.

Strategic Planning Model

In cooperation with Memphis City Schools and the Volunteer Center of Memphis, strategic planning was implemented in the Frayser school cluster. A team of corporate leaders and educators developed training materials, devised a training schedule, and participated as trainers in introducing the model to school personnel in April and May 1994.

As assessment of the training indicated numerous positive features: business backgrounds of the trainers gave them instant credibility; design of the training was viewed as appropriate; training conducted during the day away from the schools fostered positive perceptions of the district's commitment; usable data-based improvement plans were produced; group interactions facilitated consensus building; and increased understandings of strategic planning were acknowledged.

Professional Development

MCUP also supported several professional development activities in 1993-94, including focus on culturally diverse learners. Tennessee State Department of Education personnel provided training on learning styles and self-esteem needs of students.

LEVEL III

Class-Level Data Collection

During the 1993-94 school year, various data collection and reporting strategies were formulated for the purpose of constructing empirical models of classroom contexts, student performance indicators, and student attitudes. Summary profiles were reported to the schools for use in developing strategic plans.

Student Demographics

The schools enrolled over 2,600 students in 1993-1994. Most students lived near the school sites. Elementary student school attendance was consistently high; mobility rates ranged from 38% to 51%. The proportion of students eligible for free or reduced lunch ranged from 57% to 88%. Approximately half of the secondary students and one-fourth of the elementary students were overage for grade. In one school, only 57% of the eighth grade students were promoted. Around half of the high school students had dropped out prior to graduation.

Student Performance Indicators

Achievement indicators for a four-year period revealed that fifth, eighth, and tenth grade achievement was lower than the Memphis City Schools average and considerably lower than state norms. Increased proficiency scores were evidenced in 1994 for grades 9 and 10 in one secondary school and for one grade level in a second school. These trends reversed declines reflected in earlier years. ACT scores increased in one senior high school in 1994, reversing a trend reflected the three previous years.

Classrooms as Supportive Environments

MCUP endorses a view of classrooms as social/emotional environments which provide the foundation that underlies academic achievement. Class context factors are thought to influence student engagement, encourage student motivations and aspirations, and facilitate learning. Determining existing characteristics of classrooms was viewed as a necessary first step in planning improvement.

Classroom Indicators

Four indicators of the psychosocial environments of classrooms (learning conditions, student satisfaction, constraints, and student involvement) were profiled through data obtained in fall 1993 and spring 1994 from representative samples of classes. Vo-tech classes had the highest ratings at both points in time. Elementary classes also had high ratings for class learning conditions and student satisfaction in the fall. Positive changes over time were reflected in middle school and vo-tech ratings of class involvement. Vo-tech students reported fewer class constraints in the spring while ratings in senior high classes increased substantially. Noteworthy decreases in elementary and senior high class satisfaction ratings occurred over the school year.

School Engagement-Identification

Through use of a school engagement-identification model, MCUP sought to identify behavioral and psychological factors that might inhibit student bonding with school. Ratings of self attributions and perceptions of school were obtained from classes providing climate ratings. The most positive self-ascriptions were reported by upper elementary students, with slight to moderate positive effect size gains found over the school year for middle school and vo-tech samples. An obvious decline of effort ratings across the school years was observed. Some increases in ability ratings were observed over the school year with the most noteworthy increase reflected by middle school students. Fewer than half of the middle and secondary students reported that they "are part of things at school."

Indicator System for Defining School Productivity

The 1993-94 goal of developing a system of educational indicators to field test models for assessing school productivity in the pilot sites was partially accomplished. The intent was to use school and district administrative data, school context information, and student attitudinal data to construct an indicator system which would provide a reliable, periodic snapshot of the condition of schooling and provide a basis for assessing educational improvements.

LEVEL IV

Special Programs

Several MCUP activities were implemented in 1993-94 as interventions targeting students enrolled in the pilot sites or higher education partners. All addressed one or more concerns identified in the 1993 needs assessment; activity leaders were responsible for program design and coordination. Some programs were fully implemented during the 1993-94 school year; in other cases, only components were implemented.

Cross-Age Mentoring

A cross-age mentoring project provided opportunities for adult professional mentors to interface with college students, who, in turn, served as mentors for high school students. Mentoring focused on academic and personal issues, career options, educational aspirations, and development of positive attitudes toward education. A variety of social activities were also scheduled. The social interactions were not found to create mutually supportive pairings, and functional mentoring pyramids were not realized. Participation was not found to influence school attendance or performance.

Mentoring of Young Children with Academic Games

Two classes of kindergarten children were provided opportunities to interact with adult and teenage volunteers through a structured set of educational games and tasks commercially distributed as *Wings* ™. Adult volunteer contributions were viewed as positive, and most adult volunteers demonstrated commitment by consistent attendance throughout the school year. Problems associated with high school student volunteers included an insufficient number recruited; lack of motivation among some; others' misunderstanding of mentor roles or the purpose of the academic games; and some high school volunteers' failure to take seriously their responsibilities. While kindergarten teachers felt that the program augmented classroom learning and enhanced students' self-esteem, they did not feel that *Wings*™ was necessary for the mentorship program to be successful. Cognitive gains of the kindergarten children were not realized.

Public Awareness of Adolescent Pregnancy

The Memphis/Shelby County Adolescent Pregnancy Prevention Council implemented public awareness components (i.e., highway billboards, T.V. commercials, posters on public buses and bus stop benches) of a program designed to highlight problems and consequences of adolescent pregnancy and to promote efforts to reduce its incidence.

Student Connections

A program of student connections sought to acquaint high school students with college environments, stimulate interests in college attendance, and provide college student role models. High school students attended college classes, learned about admissions and financial aid, and interacted with college students. College students visited high schools to perform a variety of services, serving as guest teachers and discussing college life with student groups. A college awareness day was held in one elementary school.

Summer College Institute for High School Students

A week-long summer college institute for high school students was conducted for students from two MCUP schools. Students participated in various activities on the campuses of the higher education partners. Seminars focused on college admissions, career options, financial aid, scholarships, and essay writing. Various social and recreational activities were also scheduled.

Key Recommendations

1. Communications, management, establishment of priorities, and identification of strategies for fundamental system change need to be addressed if the Memphis Partnership is to achieve its mission.

2. Numerous short-term service activities implemented in 1993-94 appear to have limited potential for fostering systemic changes. Actions should be taken to see that those programs providing important services to students are institutionalized in the schools and community.

3. A comprehensive planning process focusing on intermediate and long-range activities is needed. A special need is associated with programs serving postsecondary students.

4. Guidelines are needed relative to establishing collaborative relationships with other organizations, with attention given to activities that supplement or complement MCUP goals.

5. Relationships with some partners should be assessed and more effective inter-organizational relationships attempted if the collaborations fail to contribute to MCUP goal attainment.

6. All sponsored projects should be clearly aligned with Partnership goals and hold promise for contributing to systemic educational reform.

7. Procedures are needed through which areas of concern not acknowledged or addressed by the Partnership,

such as educational policies and practices that systematically hinder student development, engagement, and aspirations, can be brought to the attention of school leaders.

8. Continued focus should be on providing training and resources to "change agents" such as parents, volunteers, and educational professionals.

9. Attention needs to be given to concerns related to roles and responsibilities of the board and professional staff.

10. Major priorities for MCUP consideration include: (a) development and piloting of a system of educational indicators as an instrument of school reform; (b) student tracking using the Tennessee Education Network and Student Information System; (c) enhancing the quality of school and classroom environments; and (d) assisting schools in dealing with problems associated with at-risk urban learners, including grade-level failures, low scores on standardized tests of basic skills, teachers expectations, inadequate curricula, and related factors.

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BACKGROUND AND HISTORY

On December 18, 1991, a letter of intent to develop a partnership for the Memphis, Tennessee, community was submitted to the National Center for Urban Partnerships (NCUP). This letter was based on a series of communications with officers of the Ford Foundation and NCUP as well as numerous planning meetings involving educational and community leaders in Memphis. The letter stated that the Memphis partnership would be committed to four tasks: (a) designate a leader responsible for overseeing team activities; (b) have representation of top-level administrators from schools, colleges, government, business, and community-based organizations; (c) develop a strategic plan to help significant numbers of under-served urban students prepare for and attain postsecondary degrees; and (d) participate in agreed-upon data gathering and all consortium activities. The original team responsible for addressing the four tasks consisted of 15 Memphis educators and community representatives.

This team participated in numerous discussions of developments in the urban community of Memphis related to educational needs and issues, resources available in the city to meet those needs, and vision building. After two months of discussion, the Memphis team invited NCUP to identify a site-visit team that could assist in (a) identifying student populations to be targeted, (b) discussing strategies for the development and sustenance of the partnership, (c) identifying activities for sponsorship, and (d) exploring the meanings of systemic change.

In response to the counsel of NCUP representatives, the Memphis team formed the Memphis National Centers for Urban Partnerships (MNCUP) and established a mission -- to serve as a catalyst in providing access, resources, and opportunities so that students might realize their potential and achieve success by means of increased college preparedness, matriculation, retention, and graduation from postsecondary institutions. Five goals were also established:

1. To develop and maintain a formal structure for MNCUP operations including a team leader and necessary office support systems;
2. To develop and maintain a comprehensive planning process that includes continuing community assessment designed to identify short, intermediate, and long-range activities;
3. To develop and maintain collaborative relationships with current programs in the community that complement and supplement MCUP goals;

4. To support and develop activities which foster the success of at-risk precollege students and African American postsecondary students in attaining associate and baccalaureate degrees; and
5. To monitor the success of program participants and evaluate the effectiveness of MNCUP efforts in bringing about systemic change.

A half-time director was hired in August 1992, and an office was established. The original team members, together with two new members, formed the Executive Board (see Appendix of Documents, *Composition of MCUP Boards, 1992-1994*).

During the fall of 1992, Board members agreed that the schools participating in the partnership would be identified as needy but not receiving a great deal of outside support, resources, or attention. Following a review of several schools and school-community clusters, Frayser Elementary and Frayser High Schools were identified as the pilot schools to be targeted in 1993. Westside Elementary and Westside High Schools, which also serve the Frayser neighborhood, were subsequently added on the recommendation of a business leader who had become involved in those schools as a "school adopter." In both cases, an elementary school is adjacent to a secondary school on the same campus. Trezevant Vocational-Technical Center, which serves students from the two high schools, was later added to the school cluster.

As part of the comprehensive planning process, personnel of the Center for Research in Educational Policy (CREP) at The University of Memphis conducted a needs assessment of the targeted schools and community during the spring of 1993 (Nunnery and Bhaireddy, 1993; Butler, 1993). Additionally, an assessment of the problems and needs of African American students enrolled at The University of Memphis, LeMoyne-Owen College, and Shelby State Community College -- the three postsecondary institutions involved in the partnership -- was conducted (Faith & Scipio, 1993).

Other occurrences during the 1992-93 Stage I planning year included development of bylaws for the partnership, election of officers, creation of an executive committee, and preparation of the Stage II (1993-94) proposal. The name of the partnership was also changed to Memphis Center for Urban Partnerships (MCUP). The MCUP board added ten new members (see Appendix of Documents, *Composition of MCUP Boards, 1992-1994*).

MCUP's plan for achieving systemic change was designed to reflect the spirit and thrust of existing state and local reform initiatives, particularly those developed by the Tennessee State Board of Education, Memphis 2000, Shelby County Inter-faith, and Memphis City Schools. Thematically, the plan proposed to help Memphis evolve into a learning community. The major elements of the plan are the following:

- *Image.* To change Memphis into a learning community dedicated to global awareness and competitiveness with a strong, positive sense of "community" which values and provides supportive and safe learning environments. Image is seen as both a micro- and macro-issue. Individual learners and all citizens of Memphis must be nurtured and their self-esteems affirmed and developed. Respecting, supporting, and affirming learning and learners must be a Memphis priority.
- *Success.* To increase the number of underserved students successfully completing both secondary and postsecondary programs of study.
- *Transition Points.* To identify and address systemic change in key transition points in the educational system and community.
- *Collaborative, Process-Oriented Change.* To develop the "means" rather than the "ends" necessary to affect systemic change in the community and its educational system.
- *Educational Success Development Program.* To provide motivation, training, and resources to "change agents" such as parents, volunteers, and educational professionals in order to enhance their ability to serve the needs of the Memphis community.
- *Research and Assessment.* To collect, analyze, and interpret data requisite for evaluating the impact of activities and effectively supporting systemic change.

An evaluation plan for Stage II was developed in the summer and fall of 1993 by faculty of The University of Memphis and staff of the Center for Research in Educational Policy. The assessment of 1993-94 programs and activities reported here resulted from that plan. Numerous university faculty, staff, and students were involved in conducting the Stage II evaluation.

EVALUATION PLAN, 1993-94

The Memphis plan incorporates a systemic change strategy which seeks to transform schools as cultural systems (norms, beliefs, expectations) (Etheridge, Butler, & Scipio, 1994; Sashkin & Egermeier, 1993). The goal is to develop a support system that can assist school and community leaders in restructuring the schools. MCUP believes this approach to systemic reform is contextually appropriate and timely and consistent with recent state and district initiatives: restructuring of Tennessee high schools, 21st Century Classrooms legislation, site-based decision making, standards setting, authentic assessment, and school improvement planning. Reforms supported by Memphis 2000 and Goals 2000 legislation passed by the U.S. Congress add support to the systemic restructuring of urban schools.

A specific goal adopted by MCUP is development and implementation of programs to enhance the academic success of at-risk preK-12 public school students and African American postsecondary students. In order to accomplish this goal, the partnership is committed to designing and implementing strategies that will contribute to systemic changes in urban schools and community. Changes sought are associated with cultures, structures, processes, and persons linked within ecologically holistic systems. A systems model (Bronfenbrenner, 1979), involving four levels of focus, was adapted for use in planning programs, management structure, and assessments. The evaluation design seeks to describe and assess systemic changes reflected at four levels. These are identified as follows:

Level I:	State system of education; school district; partnership network
Level II:	The pilot school cluster
Level III:	School classrooms or grade-level cohorts
Level IV:	Interventions impacting individual students

Use of the ecological model provided a conceptual framework for channeling MCUP resources and programs to address needs and foster changes within the various levels. Stage II evaluative data collections, analyses, and assessments focused on these four levels.

MCUP 1993-94 Program Goals by Level

Programs sponsored by MCUP during the 1993-94 pilot year were grouped using four levels. This classification assisted in identifying organizations, groups, and individuals targeted by program activities and as sources of information for monitoring and evaluative purposes. Therefore, interventions focusing on schools as organizational units were assessed through data generated at that level. On the other hand, interventions addressing individual development, student grade-level cohorts, or specific student subgroups were assessed through information generated at those levels. Program goals by level follow:

Level I Program Goals

1. Develop a Memphis partnership and a system for decision making, planning, and program coordination.
   a. Create a network of preK-12 schools, postsecondary institutions, community agencies, corporate institutions, and other parties.
   b. Develop plans for executive board decision making and planning.
   c. Develop and implement a plan for management and coordination of partnership programs.
   d. Create a system for securing and allocating resources to support sponsored activities.
   e. Formulate and implement a plan for evaluating MCUP in its start-up year.
2. Identify national, state, and school district policy developments influencing the pilot schools.
   a. Identify policy sources and documents.
   b. Conduct content analysis of policy directives influencing the schools.
   c. Summarize information in report form.
3. Develop an Academy for Educational Excellence and faculty exchange program.
   a. Form an advisory group of higher education representatives.
   b. Plan and conduct the Academy in the summer of 1994.
   c. Identify current policy issues regarding student transfer and articulation.
   d. Develop policy recommendations and/or strategies to establish and maintain articulation and transfer agreements among higher education partners.
   e. Establish a communication network of partner institutions.
   f. Develop a faculty exchange program between partner institutions.
4. Develop a tracking system for partner institutions to provide information on student transfer, retention, progress, and graduation.
   a. Assess status of each partner institution to track students.
   b. Propose a system to track progress of students in preK-12 and postsecondary institutions.
5. Develop a volunteers-in-the-schools program (VIS).
   a. Cooperate with the Volunteer Center of Memphis to develop a volunteers-in-the-schools program.
   b. Survey schools to determine needs for equipment, materials, resources, and services.
   c. Recruit individuals to serve as volunteers to meet identified school needs.

Level II Program Goals

1. Construct baseline profiles of school-level learning environments.
   a. Conduct and report results of fall 1993 and spring 1994 school climate audits for use in planning improved learning environments.
   b. Provide technical support to school leadership teams in data interpretation/use.
2. Develop a strategic planning model for implementation in the pilot sites.
   a. Cooperate with Memphis City Schools (MCS), Volunteer Center of Memphis, and corporate volunteers in developing a strategic planning model for use in the pilot sites.
   b. Provide technical support to school leadership teams in using data in developing strategic goals and plans.

3. Plan and implement staff development for school personnel in pilot sites.
    a. Identify major staff development needs in the pilot schools in relation to MCUP's mission.
    b. Implement staff development activities.

Level III Program Goals

1. Construct baseline profiles of classroom learning environments.
    a. Obtain and report fall 1993 and spring 1994 grade-level classroom audits.
    b. Provide technical support to school leadership teams in data interpretation.
2. Assess student attitudes and attributions by grade level to establish baseline profiles.
    a. Obtain and report student attitudinal data in fall 1993 and spring 1994.
    b. Provide technical assistance in data interpretation and use.
3. Construct baseline student achievement profiles for selected grade-level cohorts.
    a. Develop a plan for obtaining and reporting state, district, and school archival information regarding student achievement and related outcomes.
    b. Provide technical support in data interpretation and use.

Level IV Program Goals

1. Develop and implement cross-age mentoring (Each One Reach Three).
    a. Recruit professional, collegiate, and grade 6-12 individuals to participate in mentoring.
    b. Conduct mentor orientation.
    c. Plan and implement cross-age mentoring and related activities.
2. Facilitate implementation of Mentorship for the Young Child (MYC).
    a. Identify 1993-94 pilot sites and participants.
    b. Develop a plan for program implementation and secure materials.
    c. Recruit and train adult and teenage mentors.
    d. Provide program coordination.
    e. Assess impact on students and adult and teenage mentors.
3. Facilitate implementation of a teen parenting program.
    a. Assist in providing a media blitz emphasizing male responsibility.
    b. Provide teaching materials to agencies and organizations.
    c. Distribute information regarding sexual values and behaviors to be discussed with teenagers.
    d. Plan with youth service organizations to provide sexual health and responsibility outreach programs.
4. Develop a student connections program.
    a. Establish a plan for college students to tutors preK-12 students.
    b. Plan and implement student experiences on postsecondary campuses.
    c. Increase student awareness of postsecondary institutions and learning opportunities.
5. Develop a summer institute for high school students.
    a. Plan a 1994 summer institute for high school students.
    b. Recruit students, educators, and other personnel.
    c. Conduct the institute.
6. Support other school programs which address needs identified in Stage I.
    a. Plan with Junior Achievement of Greater Memphis, Inc., to implement various programs in the pilot sites.
    b. Provide support for the Brooks Art Academy A-B-C program in an MCUP site.

LEVEL I PROGRAM DESCRIPTIONS AND EVALUATIONS

Among the contexts described and evaluated in Level I are (a) the MCUP partnership as a management and planning entity; (b) the environment of national, state, and school district educational policy developments; (c) the Academy for Educational Excellence; (d) a student tracking system; and (e) a volunteers-in-the-schools program.

Development of the Memphis Partnership

During the 1993-94 school year, several objectives were pursued relative to creating, managing, and assessing an urban collaboration involving preK-12 schools, higher education partners, community agencies, corporate institutions, and other parties. Critical to creating a successful collaboration was development of strategies for decision-making and resource allocation, management and coordination of programs, and implementation of a plan for evaluating MCUP as a comprehensive urban coalition with a variety of school-linked programs.

As Garcia (1994) has reported, the evaluation of collaboratives, because of their idiosyncratic nature, requires documentation and analysis of processes as well as outcomes. Consistent with this guiding principle, the 1993-94 evaluation of MCUP utilized the following types of data collection:

- *Documentary Analysis*. Documents reviewed included proposals submitted for funding to the Ford Foundation; monographs and papers presented at professional conferences; a description of the early history of the partnership; executive board minutes and training agendas; staff communications; records of meetings with project staff; and project plans submitted for review by MCUP board members, management staff, and evaluation team.
- *Perceptual Information*. Information was obtained through semi-structured group interviews conducted with members of the executive board and management team in June 1994 (see Appendix of Documents, *Level I Focus Group Interview Questions*).
- *Questionnaire Results*. Information was obtained through use of a questionnaire distributed in June 1994 to individuals involved with one or more partnership activities (see Appendix of Tables and Figures, Tables 1 - 5).

The intent of this multimethod design was to construct an assessment that would address outcomes and also attend to various processes: patterns of expansion of partners and activities, on-going interactions between individuals and partner institutions, evolution of roles and responsibilities of individuals and institutions; and problems arising from the linking of education reforms of preK-12 schools with reforms of postsecondary institutions. Outcomes and processes are described below and assessments offered regarding the extent to which 1993-94 goals were attained.

The Urban Partners

The initial network of participating institutions in the urban collaboration was created in 1992-93 as part of the Stage I planning phase. Memphis City Schools (MCS) and three postsecondary institutions -- The University of Memphis (then Memphis State University), LeMoyne-Owen College, and Shelby State Community College -- were identified as the key institutions comprising the partnership. Within the MCS urban school district, five schools serving the Frayser neighborhood of Memphis were selected as the pilot school sites. In addition to the public schools and institutions of higher education, various public, community, and corporate agencies, or their representatives, became affiliated with the partnership. Ninety-one agencies or institutions were associated with the partnership during the 1993-94 school year (see Appendix of Documents, *Affiliated Organizations, 1993-94*).

Six individuals representing a variety of community institutions were added to the Executive Board in May 1994. These included a representative of LeMoyne-Owen College, the president of the Memphis Urban League, a representative of the Internal Revenue Service, and business or community members with expertise in health care, communications, and marketing. In several cases, new members were replacements for inactive individuals who had previously served on the board. The 1993-94 Executive Board, numbering 28 members, reflected community-wide interests and a commitment to the mission, goals, and programs of the partnership.

1993-94 MCUP Staff

In September 1993, the position of Director became full-time. In January 1994, the Interim Associate Vice President for Research at The University of Memphis provided funds to support a half-time secretary. A graduate assistant coordinated various faculty, staff, and students participating in the evaluation. A part-time volunteer position of community coordinator was also established. In addition, a leader was identified for each MCUP activity. Activity leaders were board members or university personnel. The director of MCUP was responsible for maintaining communication with activity leaders, monitoring project implementation, and providing overall partnership coordination.

During 1993-94, as specified in the by-laws, officers for the partnership were elected: president, vice-president, secretary, and treasurer. Individuals holding these offices formed the executive committee, authorized and empowered by the by-laws. The executive committee also served in an advisory role to the president. A schedule of monthly meetings of the board was prepared for the fiscal year and orientation provided for board members through various meeting agendas and a weekend retreat held in the spring of 1994. Six board members, along with staff personnel, participated in NCUP-sponsored national conferences in 1993-94.

MCUP Visibility in 1993-94

With the start-up of projects in the pilot schools and higher education partners, activity coordination involving numerous community agencies, dissemination of information about the partnership throughout the Memphis community, MCUP became highly visible during the 1993-94 school year. For example, faculties of three of the pilot schools were involved in professional development activities sponsored by MCUP and the Tennessee State Department of Education in August 1993. This opening-of-school activity communicated commitment to urban school improvement by providing services valued by school leaders.

Another example of increased visibility of the partnership was reflected in the formal introduction of MCUP to the community in April 1994. The occasion was a reception held on The University of Memphis campus attended by more than 300 individuals. Leaders from each partner institution were introduced along with MCUP board members and staff. Students and parents were acknowledged, and MCUP's mission and goals were stated. The reception was judged an important and well-received public relations success. Several participants reported that similar events should be planned annually. Executive board members and MCUP staff agreed that the reception accomplished its function of informing a host of community leaders, parents, educators, and students about the Memphis partnership.

Listed in the Appendix of Documents are specific examples of MCUP's public relations activities (see *MCUP Media Coverage, 1993-94*). Highlights included presentations to groups through the Frayser Business Forum, news releases to the *Commercial Appeal*, the *North Shelby Times*, and the *Tri-State Defender*, and newsletter articles distributed by the MCS school system and The University of Memphis.

Perceptual Information

In order to obtain perceptions of the members of the MCUP board and staff regarding development of the partnership in Stage II, focus group interviews were conducted in June 1994 (see Appendix of Documents, *Level I Focus Group Interview Questions*). These interviews yielded information associated with several major areas of development and related issues, for example: interfacing of the partnership with a variety of agencies; role responsibilities of board members, staff personnel, and volunteers; visibility of the partnership; training and orientation provided for board members; decision-making, planning, and project coordination; and development of partnership activities in the start-up year.

Board members expressed that major accomplishments were realized in 1993-94 in forming bridges between organizations and in achieving suspension of bureaucratic rules if those rules hindered the delivery of services to the schools and community. Board members believed these successes were realized, in part, by focusing on important goals and delivery of services, and in several instances, by permitting "turf" issues to resolve themselves. The successes of in-school programs were believed to have contributed to a community perception of the partnership as noncompetitive and facilitative. This perception was considered also to be a reflection of the partnership's empowerment of organizations to have maximum leeway in designing strategies to address needs within the schools. However, the partnership's hesitancy to specify how a participating organization should proceed may have contributed to the evolution of activities with components not clearly aligned with partnership goals. As one individual reported, "Then we have to 'corral' them." Both board members and staff acknowledged that more effective procedures for channeling the excitement and energy of some participants needed to be formulated. Creating guidelines that do not stifle creativity was recognized as a challenge to be addressed by partnership leaders.

Leaders of the Memphis partnership were defined by some board members as "an all-star team," though some board members disagreed with this descriptive term. The presence of a full-time staff during the 1993-94 school year was perceived by the board as providing important leadership and coordination, though it was noted that at times responsibilities were assumed by staff which should rest with the board. Some individuals reported concern that the board's role was evolving into a report-receiving and question-making one. Board members reported that board meetings typically dealt with unimportant matters, or "fluff." Thus, a major concern emerging during the 1993-94 year was related to roles and responsibilities of the board and professional staff. These issues were recognized as part of the "growing pains" of the partnership. Among the options suggested for future consideration were use of a different kind of board, different strategies for involving the board in decision making and planning, and better defined roles and responsibilities. Major concerns were also articulated relative to project planning and management, communications, and decision making. One individual reported that "we had only two activities that worked from a plan." Communications and monitoring strategies necessary for tracking projects and assessing current status were viewed as problems that must be addressed in the future. An issue identified by the board members relative to the interfacing of the various organizations was associated with roles of volunteers. While volunteers were valued, and many had performed satisfactorily, board members acknowledged that problems did exist regarding both expectations and competencies of volunteers.

Success in building bridges with the pilot schools was reported to result from the process involved in selecting the sites. School leaders in these sites had interests in being involved. Also, the needs assessment conducted in the spring of 1993 was believed to have been instrumental in establishing that the partnership was serious about addressing school needs. An important outcome of the Stage II year was reported to be collaborative activities that had become visible to children, educators, community leaders, and parents. As one board member stated, "Kids see that it isn't the adults working separately, but they see that everyone is working together. The impact of activities involving adults and children have been positive as related by the children. The kids see that there are people out there that care about their progress and what they are doing." Board members readily acknowledged that visibility had been achieved in the Frayser community. They reported, however, that little visibility was associated with the higher education partners. This was viewed as a priority to be addressed in the future.

Questionnaire Results

As part of the evaluation plan for Stage II, a questionnaire was developed and piloted during the spring of 1994 as a means of soliciting information regarding MCUP's organizational development, project support and management, and overall success. Two forms of the questionnaire were administered in May and June 1994 (see Appendix of Documents, *MCUP Evaluation Questionnaire, Forms A and B*).

The two forms of the questionnaire were similar but tailored to two separate respondent groups. Form A, tailored to professionals in the five school sites, differed from the other form in that it solicited information about on-site activities as well as demographic information specific to school personnel. Form B was designed for individuals having professional or volunteer roles within partner organizations or agencies, MCUP board members, staff, activity leaders, and evaluators. Both forms requested information about issues faced by the partnership, resolution of those issues, characteristics of the partnership, roles and responsibilities of partnership members, and encouraged open-ended responses to various questions.

Of the professional personnel employed in the five schools, 68 individuals completed and returned Form A questionnaires. A total of 28 respondents completed and returned Form B questionnaires. This second respondent group is identified as "School Partners" in the tables (see Appendix of Tables and Figures, Tables 1 - 5). As expected, respondents often did not have sufficient information to respond knowledgeably to all items. However, "no knowledge" responses provided empirical estimates of the extent to which MCUP activities were known within the respondent groups.

Spring 1994 results are viewed as baseline information. Future administrations of the questionnaires will reveal the extent to which the partnership and its programs have become more visible and individuals understand issues, outcomes, and goals of the partnership.

Issues faced by MCUP. Both forms of the questionnaires contained 20 items associated with issues experienced by the partnership during 1993-94. Respondents were requested to mark the items according to whether they believed the issues existed in 1993-94. Response options were "yes," "no," or "no knowledge." As reported in Table 1 (see Appendix of Tables and Figures), at least 50% of the "School Partner" respondents identified the following issues: insufficient resources, communication among partners, time commitment, project coordination and implementation, and mobilization of community resources. In contrast, time commitment was the only issue reported by 50% or more of school personnel. High percentages, over 50%, of school personnel reported no knowledge of MCUP's status in terms of political problems, hidden agendas, budget development, and allocation of funds. These results are not surprising given that school practitioners had little opportunity to become familiar with the day-by-day management and operation of MCUP.

Issues resolved. Similarly, both groups were asked if specified issues had been resolved in 1993-94. In Table 2 (see Appendix of Tables and Figures), results on these items are presented by summing and reporting "slightly agree" (4) and "strongly agree" (5) responses as one empirical index. "School Partner" respondents indicated relatively high levels of agreement (25% or higher) that resolution had been reached on the following issues: comfort level with evaluation, confusion about missions and goals, communications, project coordination and implementation, and achieving visibility. A relatively high number of school personnel (25% or more) agreed that resolution had been reached on 14 of the 20 issues listed. High levels of agreement on these items may reflect low levels of information.

MCUP characteristics. All respondents were asked to consider 22 characteristics associated with effective partnerships (see Appendix of Tables and Figures, Table 3). Respondents were requested to provide ratings, using a five-point Likert scale ranging from strong disagreement (1) to strong agreement (5), of the extent to which these characteristics were reflected by the Memphis partnership. Highest ratings assigned by "School Partner" respondents (50% or more) were related to the following characteristics: durable, valued, accomplishing its mission, addressing important problems, conducting a viable evaluation, collecting appropriate data, affecting student educational aspirations, involving community agencies, involving the corporate community, helping at-risk students stay in school, visibility in the community, and building student pride and self images. Lower ratings by the "School Partners," 35% or less, were related to the following characteristics: impacting educational policies and practices, affecting teaching, transforming institutions, and helping at-risk students graduate from college.

Educators assigned high ratings to most characteristics. Their lowest ratings were associated with transforming institutions (34%), helping at-risk students graduate from college (34%), involving parents (40%), assisting students in planning for college (41%), and visibility in the community (43%).

MCUP roles and responsibilities. In terms of current roles and responsibilities within the partnership (see Appendix of Tables of Figures, Table 4), "School Partner" respondents gave highest ratings to the assignment of roles as realistic (43%) and productive (43%). Lowest ratings were for roles being understood (25%) and coordinated (29%). Ratings assigned by school personnel were considerably higher for all seven constructs, suggesting generalized positive perceptions of the partnership.

School-based programs. School personnel were asked to report the extent to which 25 outcomes were associated with 1993-94 MCUP activities (see Appendix of Tables and Figures, Table 5). Nine outcomes received 60% or higher agreement; these included clearer school vision or mission, identification of priorities, focus on school improvement, critical issues addressed, initiation of change, emphasis on school learning, increased expectations for students, use of data in planning, and realistic short- and long-range planning. Areas rated lowest, 40% or below, included a decrease in student absenteeism and dropouts, an increase in students' academic performance, attention of school board and staff, an increase in parent/community involvement, enhanced collegiality of school staff, and curriculum review and revision.

Summary Assessment

The Memphis Center for Urban Partnerships is committed to pursuing five major goals:

- To develop and maintain a formal structure for MCUP operations including a team leader and necessary office support systems.
- To develop and maintain a comprehensive planning process that includes a continuing community assessment process designed to identify short-, intermediate-, and long-range activities.
- To develop and maintain collaborative relationships with current programs, projects, and activities in the community that complement and supplement MCUP goals.

- To support and develop projects, activities, and processes which fosters the success of at-risk precollege students and African American postsecondary students in attaining associate and baccalaureate degrees.
- To monitor the success of program participants and evaluate the effectiveness of MCUP efforts in bringing about systemic change.

Outcomes documented here indicate that considerable success was realized during Stage II in achieving these goals. A formal organizational structure, including governing board, administrative and support personnel, activity leaders, and a system for providing overall management was formed. While leadership and management roles and responsibilities of individuals remain open and subject to change, considerable progress was made in Stage II in establishing a structure that facilitates decision making and planning, goal setting, assignment of priorities, resource allocation, and overall project coordination. The most obvious weaknesses observed during the 1993-94 fiscal year relate to communications, planning and management of activities, and well-defined procedures for establishing priorities so that resources are allocated to support programs consistent with the goals of the partnership.

Numerous examples could be cited in documenting that MCUP has sought to plan both short- and long-range projects. Main features of the planning process implemented in 1993-94 are associated with the following: clarification of needs to be addressed, acknowledgment of stakeholders and organizational agendas, specification of outcomes, identification of participant benefits, timelines for implementation, and determination of resources needed. The actual planning and implementation of some projects, such as development of a strategic planning model for introduction in the pilot sites, occurred over a time span of several months and involved partnership personnel, school and community leaders, individuals from the business sectors, and university faculty and students. While other projects were less involved in terms of time and human resource commitments, it is believed that sound planning principles were generally followed, regardless of complexity or resource needs. Although the planning system was dysfunctional at times, such problems can be expected during a start-up year, especially given the mission of the partnership and the many individuals who sought to access and utilize the collaboration for program delivery.

Exceptional success was achieved during the 1993-94 year in developing collaborative relationships with programs in the community. As reported elsewhere, inter-organizational relationships were formed with 91 agencies. Interactions with these organizations reflect a variety of partnership or collaborative models and are associated with different levels of involvement. In some cases, collaborations reflect maturity levels atypical of one or two years of development, e. g., collaborations with the pilot schools and school district, the State Department of Education, the Volunteer Center of Memphis, Tennessee Mentorship, and various units of The University of Memphis. In other cases, collaborations are in the early stages of development, such as those involving higher education partners. It is probably too early to determine the importance of all partnership arrangements -- in particular, their potential for facilitating the attainment of MCUP goals. Guidelines may be needed for use by MCUP board and staff in making decisions regarding collaborations with other organizations given the resources and management requirements necessitated by such a large collection of partners. The extent to which the activities associated with the many collaborations supplement or complement MCUP goals needs to be addressed. Relationship with some partners may need to be terminated, especially if inter-organizational relationships fail to contribute to MCUP goal attainment.

For example, an important MCUP goal is to support activities which foster the success of at-risk precollege students and African American postsecondary students in attaining associate and baccalaureate degrees. This matter is problematic in that it is currently impossible to ascertain if each activity is aligned with this goal. Some activities, such as systemic improvement of school learning environments in order to foster student engagement and achievement in school, are logically associated with the goal and hold promise, though it is too early to assess specific outcomes.

Also, there may be other major areas of potential concern that are not being acknowledged or addressed by the partnership -- for example, assessment and proposed revisions of state, district, or school/university policies and practices that systematically hinder student development and aspirations. MCUP's board and staff may need to identify strategies for developing a plan through which such concerns could be brought to the attention of the partnership.

A final goal is that of monitoring the success of program participants and evaluating the effectiveness of MCUP efforts in bringing about systemic change. While a long-range plan for meeting this goal exists, limited success in attaining this goal in the short run is recognized. As evidenced here, strategies initiated in State II reflect capacity building that should yield more comprehensive evaluations in the future. However, evaluative strategies for determining the success of program participants, especially through use of a comprehensive tracking system, have not been formulated. Implementing and assessing systemic changes in educational organizations, and determining MCUP's role in that change, remains a challenge to the evaluation team as well as to partnership leaders.

Based upon the literature describing successful partnerships (Education Resources Groups, Inc., 1991a, 1991b; Grobe, 1990; Garcia, 1994; Lieberman, 1990; Schwartz, 1990; Sirontik & Goodlad, 1988; Smith, 1992; Trubowitz, 1986), several criteria were constructed to use as the conceptual scheme for highlighting major accomplishments of the Memphis partnership in 1993-94 and in formulating evaluative strategies for the future:

- Credibility and trust reflected between the partners;
- Delineation of roles and responsibilities of partners;
- Articulated vision and commitment of leadership;
- Emphasis on fundamental system change;
- Clearly formulated goals and objectives;
- Procedures for planning, decision making, problem solving, and training;
- Partnership management and project coordination; and
- Comprehensive research and evaluation components .

Information presented elsewhere in this report provides evidence that the Memphis partnership has, at the end of two years, achieved outcomes which satisfy some of these criteria at a fairly high level, most notably those dealing with (a) credibility and trust and (b) articulated vision and commitment of leadership. Lower levels of attainment are associated with the other criteria. At the end of Stage II, those that remain most problematic are (a) partnership management and project coordination; (b) procedures for planning, decision making, problem solving, and training; and (c) emphasis on fundamental system change.

For an overall assessment of the development of the Memphis partnership during its first year of program implementation, use is made of a three-level typology proposed by Grobe (1990). In Typology #1, partnership development is conceptualized as a three-stage process: support, cooperation, and collaboration. Using Grobe's model, the Memphis partnership reflects attainment of the collaboration stage in terms of identity, number of linkages established with schools and other organizations, attention and involvement of community leaders, presence of a full-time staff, mission and long-range goals, governing structure, and procedures for allocating resources to support a variety of activities. In regard to Typology #2, where the focus is on organization and structure, MCUP reflects attainment of the "moderately complex" level at the end of its first full year of operation. Some program areas, however, reflect "complex" stage characteristics: new organizations have been formed to achieve goals of the partnership, multiple partnership arrangements exist involving more than one sector, and various levels of partnership arrangements are functioning. Typology #3 moves beyond the first two models to focus on outcomes and levels of impact on the educational system. Grobe identified six levels within the classification system (1991, p. 11). These are as follows:

Level 6: Partners in Special Services;
Level 5: Partners in the Classroom;

Level 4: Partners in Teacher Training and Development;

Level 3: Partners in Management;

Level 2: Partners in Systemic Educational Improvement; and

Level 1: Partners in Policy.

In using the Impact Typology to assess MCUP, it is readily apparent that a multi-dimensional community-wide partnership exists, with long-term program outcomes sought at most levels. Numerous Level 6 service projects initiated in 1993-94, while possessing short-term goals, have potential for moving beyond pilot stages as institutionalized programs in the schools and community . Other major projects, while fewer in number, reflect impact potential at the upper levels, including classroom-based activities, teacher development, and improvement of school governance and management, such as the focus reflected in supporting strategic planning and data-based decision making. In addition, some actions begun in 1993-94 focus on substantial restructuring of schools and the educational system. Thus, Level 2 impact is a future possibility. In the future, Level 1 goals may be needed.

The Memphis partnership has an unusual opportunity, given the trusting, cooperative relationships that have emerged in a short time, along with existing community linkages and support, to foster the systemic reform of education. Assessments in future years will determine if this goal is realized.

National, State, and School District Policy Developments

Within the ecological model adopted for use in assessing the Memphis partnership, numerous developments at the federal, state, and school district are recognized as having important policy and practice implications impacting systemic reform of preK-12 schools and higher education institutions participating in the partnership. The goals for addressing this component of the 1993-94 evaluation included: (a) identification of major policy sources and documents; (b) conducting content analyses of the major policy directives; and (c) summarizing the information for incorporation into the evaluation report.

National Education Goals

On March 31, 1994, President Clinton signed the *Goals 2000: Educate America Act*. This act codified the National Education Goals, established the National Education Goals Panel as an independent agency, and created a National Education Standards and Improvement Council (NESIC). The Goals Panel and NESIC were authorized to review and certify voluntary state and national education standards.

The Goals 2000 legislation reflects a series of important recent developments associated with mobilizing national, state, and local resources in addressing the educational needs of American youth. Milestones associated with influencing the March 1994 legislation include the Education Summit in September 1989 where President Bush and the 50 governors agreed to set education goals for the nation, creation of the National Education Goals Plan in 1990, creation of the National Council on Education Standards in June 1991, and release of two reports, *Raising Standards for American Education* (National Council on Educational Standards and Testing, 1992) and *Promises to Keep: Creating High Standards for American Students* (Wurtz et al., 1993).

The importance of these developments to MCUP goals and programs are obvious. While the Educate America Act seeks to build a nation of learners, MCUP seeks to develop a learning community in Memphis. The mission of the Goals Panel and MCUP are similar: both seek to catalyze fundamental change in schools and communities in order to achieve important and similar educational goals. MCUP resources may, in the future, be directed toward facilitating the development of content and opportunity-to-learn standards, as specified in the legislation, through a consensus-building process involving educators, parents, and community leaders from neighborhoods across the country.

A Memphis 2000 Task Force was created in July 1991 as a project of Goals for Memphis, a community-based organization whose "mission is to identify problems and turn those problems into goals achievable through focusing community-wide energy" (Butler & Alberg, 1989). In its first year and a half, Memphis 2000 grew from the initiative of a white Republican lawyer to a coalition which included Democratic and black leaders and over 800 citizens (Goals for Memphis, 1992). By December 1992, nine goals had been articulated for Memphis 2000. In addition to the six nationally adopted goals, Memphis 2000 seeks to address the following goals: (a) "Close the educational deficit for existing students"; (b) "Enable parents to accept educational responsibility for children; and (c) "All children will receive an education in the arts that fosters intellectual, aesthetic, creative, and emotional development and multicultural understanding" (Goals for Memphis, 1992, p. 1).

Memphis 2000 is represented on the Executive Board of MCUP. Several efforts supported by Memphis 2000 have also been supported by MCUP. For instance, Volunteers in Schools (VIS), which was an outgrowth of Memphis 2000 planning, received its pilot funding from MCUP, and VIS has now been implemented in the pilot school sites. One area in which Memphis 2000 has announced its intentions to become more active is development of a major community mentoring program. Similarly, mentoring activities have been a focal point of MCUP.

Tennessee's High School Policy

On September 1, 1993, the Tennessee State Board of Education adopted *High School Policy: A New Vision for Tennessee High Schools*, which was subsequently revised on November 19, 1993. This policy, described as "a logical extension of the Board's *Master Plan*" (p. 3), incorporates mandates of Tennessee's Education Improvement Act of 1992 and initiates important changes for public high schools, including recommendations of various national reports dealing with the reform of public schools as well as program components described in *Making High Schools Work through Integration of Academic and Vocational Education* (Southern Regional Education Board, 1992). A key feature of the policy is that, beginning with the freshman class of 1994-95, all students graduating from high school must complete a rigorous 14-unit core curriculum as well as additional units on either the university path or technical training path. Seniors must complete a minimum of 20 units for graduation. All students are to be prepared to enter postsecondary education. As of fall 1994, all students entering the freshman class must "develop a four-year plan of focused and purposeful study" (p. 10) which will be annually reviewed.

The intent of the policy is to be far reaching, impacting every aspect of the high school experience, and, in effect, accomplishing a restructuring of Tennessee high schools over the next several years. Changes to occur later include a new diagnostic proficiency test for tenth grade students, a writing assessment for eleventh grade students, new secondary-level achievement tests, and an exit examination for twelfth grade students. Each school must have an improvement plan developed by the conclusion of the 1994-95 school year. Professional development activities are to be designed to address topics identified in the school improvement plan relevant to implementation of the policy.

Master Plan for Tennessee Schools

The *Master Plan for Tennessee Schools* (State Board of Education, 1990) identified 17 goals to be accomplished by the year 2000. Incorporated into the plan were strategies for achieving the goals which addressed three major areas of emphasis: establishing 21st Century Classrooms; creating a rational, workable, accountable governance system; and providing adequate and sustained school funding. Among the Master Plan goals and strategies having immediate impact on the Frayser community and pilot schools are the following:

- standards will be met for completion of the third, eighth, and twelfth grades;
- at least 85% of students are expected to complete high school;
- at least 90% of the adult population will be literate;
- state-of-art technology will be used to improve instruction and learning;
- all schools will be linked, effective fall of 1995, in the Tennessee Electronic Network (TEN) that provides information on students, schools, and school systems to improve learning and assist policy making;

- school leaders will demonstrate improved performances of schools;
- school-based decision making will be the rule in school governance;
- a value-added assessment system will determine progress made by students, schools, and school systems, using the *Tennessee Comprehensive Assessment Program* (TCAP) to measure value-added in grades 2 - 8, P-ACT at the tenth grade level, and ACT scores at the senior high level.

Major Developments at the School District Level

Recent Memphis City Schools (MCS) developments influencing the MCUP preK-12 schools include the following: (a) implementation of site-based decision making, (b) required annual school improvement plans submitted for review by district personnel, and (c) grouping of schools by clusters in order to provide improved communications, coordination, management, and resource allocations. Additionally, two new district-level offices -- one to coordinate accountability, measurement, and research and the other to coordinate school redesign, training, and development -- will have major impact on MCUP in future years.

Summer Academy for Educational Excellence

A Level I activity in 1993-94 was development of a strategy for identifying and addressing issues associated with postsecondary education in the Memphis community. One goal was to conduct an annual academy comprised of representatives of higher education partners where on-going discussions could focus on major issues such as student transfer and articulation, policy recommendations and strategies to establish and maintain articulation and transfer agreements, communications between the organizations, and development of a faculty exchange program.

The initial Academy for Educational Excellence was a 1994 summer workshop designed to develop a plan for sustained collaboration between the three higher education partners: LeMoyne-Owen College, The University of Memphis, and Shelby State Community College. The Academy was developed as a joint project of MCUP with the Department of Leadership and Center for the Study of Higher Education, The University of Memphis. During the Academy held on July 25, 1994, at the Wilson World Hotel, participants explored topics including the following: (a) an overview of the Academy for Educational Excellence in higher education as a model for discipline dialogues; (b) problems and priorities of at-risk students' gaining access to and achieving success in postsecondary education; (c) setting of goals for discipline dialogues among MCUP institutions; and (d) strategies to achieve goals and objectives of the Academy.

Under development is a communication network between the partner institutions, including the appointment of a liaison from each institution to assume responsibility for maintaining communications through the MCUP office. Future plans include (a) a newsletter for disseminating information about the partner institutions, (b) a faculty exchange program, and (c) providing assistance in developing a student tracking system for the higher education partners.

Tracking System

The goal of developing a tracking system to provide information on student transfer, retention, progress, and graduation was not accomplished in 1993-94. During Stage I, MCUP staff were led to believe that an earlier project between Shelby State Community College and The University of Memphis had developed a student tracking system that could be adapted for use by MCUP partners. However, this system could not be implemented because of a lack of compatibility between new technologies and older software applications.

On October 10, 1994, The University of Memphis became an active user of the first phase of the Tennessee Board of Regents' Student Information System (SIS). Purchased from Systems and Computer Technology - Information Associations, SIS, when fully implemented, will provide a fully functioning system for all student admissions, registrations, advising, and record keeping. On-line advising will be implemented for the first time during the fall semester of 1994. The second phase, scheduled for implementation during the 1994-95 academic year, will support telephone registration. Other phases will be incorporated over the next several years.

The Academy for Educational Excellence has agreed to pursue the possibilities of developing a student tracking system using the Student Information System. Tracking of preK-12 students may be possible once the Tennessee Electronic Network becomes functional in the fall of 1995.

Volunteers-in-the-Schools

A major initiative in 1993-94 was development of a program to recruit and assign volunteers who can assist schools in addressing the diverse needs of learners. In order to achieve this goal, MCUP entered into an agreement with the Volunteer Center of Memphis to establish a system, known as Volunteers-in-the-Schools (VIS), which would be a service for all Memphis City Schools. The VIS data base was envisioned as an easy-to-use data base which would give educators access to people, equipment, and services they needed to effectively teach children, and also serve as a mechanism through which organizations and businesses could mobilize their resources to contribute to education in Memphis. Pilot implementation of the system was initiated in 1993-94 within the Frayser cluster of schools.

Several developments resulted from this collaboration, including the construction of the computerized data base. The system was designed to contain three major sets of data: (a) individual volunteers not associated with a group or organization, (b) groups and organizations (including agencies having business relations with the pilot schools), and (c) vendors with equipment or potential processes. The initial tasks included: visits to all pilot schools to meet personnel and prioritize school needs; media announcements of the program's goals and objectives; meetings with representatives of numerous agencies including those with active programs in the MCUP schools; process designs for inclusion in the data bases; participation in corporate volunteer council meetings and other community forums to promote and inform others about the program; conferring with school district personnel to seek ideas and explore specifics of the program; and development of strategic plans, short- and long-range goals, and flow charts for recording volunteer requests and responses. Current emphasis is on exploring additional volunteer recruitment strategies and investigating options regarding insurance and issues associated with liabilities of placing volunteers in the schools.

Tangible results of VIS in the MCUP schools include volunteers serving as readers with K-3 children at a pilot elementary site, computers and printers provided by Ford Motor Company for a pilot high school, volunteers serving as mentors in Mentorship for the Young Child, an architecture firm's drafting of plans for a parking lot and a playground, and several presentations on the arts. In-service and faculty meetings will include presentations on accessing the services of VIS. School personnel in all the pilot sites indicate they plan to request volunteer services provided by the system.

Long-range plans for implementing VIS in the MCUP schools include: a) obtaining shadow/work experiences for seniors; b) increasing volunteer participation of parents in all schools; and c) reaching a decision on the inclusion of the Advocate for Each Child program in the pilot sites.

LEVEL II PROGRAM ASSESSMENTS

Three major activities were identified by MCUP for implementation in 1993-94 to foster systemic changes at the school level. Designed especially to improve learning environments as cultural systems, the following activities were developed and implemented in the pilot schools: (a) assessment and reporting of school climate information in the 1993 fall and 1994 spring semesters, (b) development and implementation of strategic planning of school improvements, and (c) professional staff development.

Improvement of School Learning Environments

A major goal in 1993-94 was to field test a plan to improve the cultural systems of school (Level II) and class (Level III) learning environments by means of a system of empirical indicators which provide an information base for use in data-based decision making associated with strategic planning.

Schein (1985) has suggested that "there is a possibility . . . that the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to work with culture" (p. 2). Numerous contemporary scholars and education reformers (Bolman & Deal, 1992; Lane and Epps, 1992; Deal, 1993; Deal and Peterson, 1993; Firestone & Wilson, 1993; Krug, 1993; Sashkin, 1993; Sashkin and Egermeier, 1993; Sashkin & Walberg, 1993) maintain that school reform should include leadership development in which schools are viewed as organizational cultures. Central to MCUP's vision is a belief that the development and empowerment of school personnel as leaders capable of transforming school culture is essential to systemic reform. This view has become a dominant perspective relative to school reform and reflects approaches currently applied within the business sector (Sashkin & Egermeier, 1993).

A school's learning environment is viewed as a composite of socio-psychological factors that influence student achievement, attitudes, aspirations, and conceptions of self. The strategy used in MCUP to assist educational practitioners to improve learning conditions in the schools involves collecting and reporting information relative to school, classes, and student grade-level cohorts (see later discussions regarding class and student data). School-level data, which were obtained from professional personnel, profiled organizational and cultural aspects of school norms, relationships, expectations, and values that influence teaching and learning (Heck & Mayor, 1993; Porter, 1991; Purkey & Smith, 1983; Tagiuri, 1968).

Seven cultural dimensions, or climate factors, associated with "effective or exemplary schools" were assessed through use of *The Tennessee School Climate Inventory* (Butler & Alberg, 1989). Fall 1993 data on the seven climate factors were collected to establish a baseline of initial strengths, weaknesses, and needs of the school sites. Spring 1994 administration of the climate inventory yielded data that could be used for longitudinal analyses within each site by comparison with baseline information. Thus, spring 1994 data were used to determine the patterns of stability or changes in school cultures. Similar data will be collected in the spring semesters of succeeding years. Climate data obtained in the pilot sites were reported as both raw scores and transformed (T) or standardized scores using norms based on Tennessee public schools. Standardized scores are reported as T scores with a mean of 50 and standard deviation of 10. It should be noted that state norms were based on data obtained from rural, small town, and urban schools. Norms have not been established for schools serving urban communities.

School climate data generated in fall 1993 and spring 1994 are reported as aggregated results for the two elementary schools (see Appendix of Tables, Table 6) and the two secondary schools containing grades 7-12 (see Appendix of Tables, Table 7). Initial baseline profiles for the elementary sites revealed that ratings for four of the constructs (leadership, school environment, instructional focus, and expectations for student behaviors) exceeded state-wide norms, as did composite scores. Spring 1994 ratings reflect a decline in all dimensions but one, instructional focus (T = 57). Two ratings were at or near the state average: 51 for leadership in the sites and 50 for student expectations. Composite ratings, however, declined over the year: 52 to 48. Aggregated results for the two secondary schools reflected a different pattern, with composite scores falling below state norms for both the fall and spring administrations of the inventory. Although an increase in ratings for community involvement was reflected between the fall and spring semesters and instructional focus (T = 52) remained above the state average, decreases were found for the other constructs.

Profiles of climate factors in all five schools, including the vocational-technical center, are reported in Tables 8 through 12 (see Appendix of Tables). In one elementary site (see Appendix of Tables, Table 8), climate ratings declined across time for six of the constructs. Increased ratings were observed, however, for school-community involvement. Instructional focus remained considerably higher than the state average. In the other elementary site (see Appendix of Tables, Table 9), composite scores were above state-wide averages both semesters. While leadership and instructional ratings declined in the spring, they remained high. Also, some increase was reflected in order.

School climate profiles of the three secondary schools reflected different patterns of strengths and weaknesses. In school one (see Appendix of Tables, Table 10), improved ratings over time were reflected for school-community involvement; collaboration ratings remained constant at the state average. Lowest ratings in both the fall and spring existed for order and expectations for student behaviors. Ratings for leadership and instruction, while lower in the spring, were comparable to state-wide averages. In the second school site (see Appendix of Tables, Table 11), the overall composite score for the seven scales declined from above the state average to below. Noteworthy change was reflected in lower order scores reported in the spring semester of 1994. Remaining high across time, however, was instructional focus. In the third secondary school (see Appendix of Tables, Table 12), scores were considerably higher than state-wide averages at both points in time, except in the case of order, which declined in the spring. An interesting pattern was increases in scores for school and community involvement and instruction in the spring even though the initial ratings were exceptionally high. A second interesting pattern was stability of high ratings for school environment, student expectations, and collaboration over time.

The intent was to provide the 1993 fall school climate information to the sites for immediate use in developing strategies for addressing problems relating to learning environments. However, because training of school improvement leadership teams did not occur until late in the spring semester, the data profiles did not receive wide-spread attention in the sites. The fall 1993 data were used in developing school improvement strategies for implementation in 1994-95. Results of the 1993 spring semester were also distributed to the sites for use in modifying 1994-95 plans, as necessary.

While there was an obvious decline of composite school climate ratings in four of the sites in the spring semester, this is not surprising. Teacher commitments, perspectives, and attitudes present with the opening of school may be substantially different from those present near the end of the school year in the spring. Also, student management problems in the spring, when the school year nears completion, may partially explain the decline in scores over time. Retirement of school leaders in two of the schools are suspected to be influential factors also.

If school climate ratings are viewed as a composite of socio-psychological factors that influence student achievement, attitudes, aspirations, and self concepts, and given the low ratings yielded by faculty in some of the sites, then major challenges exist if more positive learning environments are to be created and all the sites are to reflect characteristics of "effective schools." While it is difficult to generalize from information obtained in five schools reflecting distinct cultural patterns, given the MCUP goal of fostering systemic changes through school cultural transformation in order to increase student engagement, motivation, and aspirations, the following observations are posited:

- The challenge in some sites is to maintain high baseline profiles of the climate dimensions, since schools change constantly, always in the process of becoming more or less effective.
- The evidence in some sites of commitment to instruction, involvement of the community in the schools, collaboration among the professional personnel, and high expectations for student behaviors suggests that features of learning communities do exist in the pilot sites.
- School improvement teams have an unusual opportunity, with support and resources provided by MCUP and other school-community agencies, to develop strategies for achieving cultural transformations of their schools as learning communities.
- While evidence of MCUP's influence in the schools during the start-up year is not readily reflected, the partnership is believed to have made important contributions in perceptual ratings of school-community involvement and instructional focus.

Strategic Planning of Urban School Reform

During the 1993-94 school year, in cooperation with Memphis City Schools (MCS) and the Volunteer Center of Memphis, MCUP initiated the development of a strategic planning model to be piloted in the Frayser schools. The need for strategic planning emerged from the overall reorganization of the administrative and decision-making structure of MCS. As a follow-up to an August 1993 district reorganization featuring decentralization and site-based management, principals were directed to prepare annual school improvement plans that would be submitted for approval. Following a review of initial plans, the superintendent realized that school leaders needed to improve their competencies in planning and to develop skills in involving school personnel in participatory management. Thus, when asked, "What one thing would you like assistance with?", the superintendent responded, "Help my principals learn how to do strategic planning." This request was congruent with several MCUP goals: to improve school learning environments through data-based decision making; to use data to develop policies and practices associated with learning environments as cultural systems; to plan staff development for professional personnel; and to provide schools with resources and volunteers from the community. In addition, the request was a perfect match for the MCUP/Volunteer Center activity involving development of a Volunteers-in-the-Schools program. Leadership of the Volunteer Center helped in identifying individuals who could assist in developing the planning model.

Information summarized here is taken from a more comprehensive technical report documenting the development of the model, design and implementation of the training, and evaluation of the project during the 1993-94 school year (Butler, 1994). The report is available upon request.

Development of the Model and Training of School Personnel

A team of individuals including representatives of Memphis-area corporations (International Paper Company and Federal Express), the school district, and MCUP, as well as a business consultant, was assembled to function as a planning team during the fall of 1994. The team established the following objectives: (a) develop a plan for schools to utilize strategic planning and TQM principles in developing school improvement plans; (b) pilot the plan in the MCUP schools in 1994-95 to help school personnel develop school-wide plans consistent with the goals of MCS; and (c) utilize lessons learned from the pilot schools to develop guidelines for use in other Memphis City Schools.

Early meetings of the planning team were intense seminars as members presented their views of strategic planning and management. Readings were exchanged and reviewed between meetings. Finally, the team adopted a set of governing ideas to direct the process: (a) "Learning Organization" (Senge, 1990) would be the construct of the school in which planning and education must occur; (b) "SWOT," (Strengths, Weaknesses, Opportunities and Threats; Herman, 1993) would be the strategy for analyzing data and establishing the school's mission, values, and priorities; (c) "Ladder of Abstraction" would serve as a guide for anchoring discussions on data; and (d) "Strategic Deployment" (Lieber, 1984) would be the technique for selecting major goals and identifying major tactics to be deployed. After completion of the strategic planning model, the planning team developed training materials, designed a number of implementation activities, identified the participants, and devised a training schedule.

Training sessions were scheduled during the 1994 spring semester for individual school teams during the school day and conducted by a training consultant. The school system provided substitute teachers; community representatives and parents were invited to participate; and MCUP covered other expenses. The first six steps of the implementation process were completed by May 1994; initial improvement plans for 1994-95 were submitted for school district review in June 1994.

Implementation of the Training and Preparation of Plans

During April and May 1994, two- or three-day training sessions were scheduled for representatives at each of the five MCUP schools. School representatives were either selected by the principals or elected as members of the school's site-based committee. Principals, teachers, parents, students, and community members were members of the teams. School district personnel served as a resource to the teams and assisted in handling logistics relative to the training.

Assessment of the Strategic Planning Model and Training

The Center for Research in Educational Policy arranged for university researchers to attend all training sessions to collect evaluative information. Researchers recorded training sessions on audio tape, prepared written field notes, and provided evaluative information in a focus group session scheduled at the conclusion of the training. School representatives responded to an evaluation questionnaire (see Appendix of Documents, *Strategic Planning Questionnaire*) at the conclusion of the sessions. Group interviews were conducted with school district personnel to obtain additional evaluative information.

Major findings and recommendations reported in a group interview conducted with the university researchers included the following: (a) continue to use corporate consultants in future training because of their technical expertise and credibility; (b) insure that all constituencies of the schools participate; (c) continue to provide substitute teachers to allow for training to take place off-campus; (d) provide summary notes of previous sessions to participants in follow-up sessions; and (e) have teams analyze the data prior to training. Counselors from the school system also reported that the corporate trainers were a major strength in that their industrial/business backgrounds gave them instant credibility with school personnel. Style differences among the trainers were viewed as a strength, facilitating adaptation to group contexts. Overall design of the training process was viewed as appropriate as was scheduling the training at a site other than the school, which fostered positive perceptions of the district's commitment to the training. System personnel did report problems relative to the district's communication of expectations regarding training outcomes and use of data in decision making, including resistance to use of the information and lack of skills in data interpretation.

An evaluative feedback session with the principals indicated generally positive perceptions of the training, including (a) development of a plan written before the conclusion of the training sessions which could be used immediately, (b) facilitators who were knowledgeable, open, and willing to provide assistance, (c) group interactions and consensus building which involved all participants, and (d) scheduling of the training away from the school. Weaknesses identified by the principals included (a) too much focus on business/industry applications, (b) equal treatment of all issues/concerns identified in the sessions, (c) changes made in facilitator leadership, (d) excessive time spent on informing facilitators about school procedures, (e) lengthiness of the training and its being scheduled at the wrong time of the school year, and (f) lack of time spent on writing and reviewing plans. Other general concerns articulated by the principals included: need for technical assistance in data collection and interpretation; need for a uniform format for completed school improvement plans; clearer focus on what is to be done in the training, including clear objectives stated at the beginning; need for follow-up sessions with facilitators; suggestions for gaining commitment of faculty in implementing plans; and the necessity of identifying school team members who can work successfully with principals.

A questionnaire (see Appendix of Tables, Table 13) was developed and administered to training session participants (N = 56) in order to solicit responses about the training and understandings regarding strategic planning. Participants reporting "excellent" on various aspects of the training ranged from 59% (organization of the training schedule) to 80% (relevance of information to school needs/concerns). Ratings by school team, however, reflected considerable variation, with ratings provided by one team being considerably lower. Overall, the percentages of participants reporting "excellent" on their understanding of components of strategic planning ranged from 30% to 56%. Again, one school team reported low levels of understanding.

Open-ended comments reported by the participants were grouped by four categories: future training topics, most valuable aspects, recommended changes, and other. Suggested future topics included team building, conflict resolution and communications, training of the entire school faculty, strategies for developing parental involvement, implementing and managing improvement plans, assistance in writing school improvement plans, identifying and utilizing community resources, and expanded student participation. The most valuable features were reported as team and consensus building, sharing of ideas, understanding the process and methodologies of strategic planning, competencies and commitment of the trainers and facilitators, and focus on community involvement. Major changes recommended included involving more parents; analyzing data prior to meetings; spending more time in developing action plans; having trainers visit schools to observe classes; reviewing data prior to sessions; involving school district staff as co-trainers; and requiring that all members of school teams participate.

Staff Development in the Pilot Sites

MCUP provided resources in supporting several professional staff development activities in 1993-94. Major topics were (a) strategic planning and data-based decision making and (b) instructional strategies for culturally diverse learners. Development activities associated with strategic planning and data-based decision making have been summarized above. Two activities focused on issues of diversity.

An in-service program involving all personnel in three of the pilot sites in August 1993 was conducted by Tennessee State Department of Education personnel. Topics included instructional materials and strategies offered through Positive Attitudes in Tennessee Schools (PATS; Pike & Chandler, 1989). A major focus of PATS is *True Colors*™, a program emphasizing diversity of learning styles and self-esteem needs of students and teachers. *True Colors*™ instructional materials were provided by the Tennessee State Department of Education and MCUP. During 1993-94, faculty implemented various school-wide and classroom activities. A second presentation in December 1993 dealt with human relations skills and perceptual growth necessary for viewing school personnel, existing curricula, and work environments from a multicultural perspective. Strategies and skills were used to facilitate a multiculturally-oriented philosophy enhanced by the diversity of in-service participants.

LEVEL III PROGRAM ASSESSMENTS

A major MCUP goal is to support systemic changes in urban schools and the community. As stated in the Stage II evaluation plan, systemic changes are associated with cultures, structures, processes, and persons linked within ecologically holistic systems, conceptualized through a model proposed by Bronfenbrenner (1979). In this model, the developing individual, i.e., the student, interacts with others in a system of social structures, including families, peer groups, schools, and classrooms. The 1993-94 MCUP evaluation plan called for establishing baseline profiles of selected educational social structures that influence student behaviors along with assessing current student attitudes, achievement, and other status characteristics.

Consistent with the evaluation plan, various data collection and reporting strategies were formulated for the purpose of constructing empirical models of classroom contexts, student performance indicators, and student attitudes associated with educational success. In addition, the evaluation plan specified that the data would be reported to school personnel for their use in developing strategic plans.

In order to construct the 1993-94 baseline profiles, three objectives were pursued: (a) prepare fall 1993 and spring 1994 grade-level classroom audits, (b) assess selected student attitudes and attributions, and (3) obtain information regarding student achievement, status risk factors, and other variables appropriate for use in an educational indicator system. The first two goals were accomplished and the information provided to the pilot sites for use in developing school improvement plans. The third goal was partially accomplished. Strategies and results associated with each of the three objectives will be presented along with conceptual material influencing data collection, reporting, and interpretation.

An early review of school-effectiveness studies reported by Madaus, Airasian, and Kellaghan (1980) stated that the processes, press, and atmospheres of schools and classrooms were highly related to variations in student achievement. They concluded that social-psychological interactions among students and between students and school personnel, together with the normative characteristics of subcultures within the school, were potent influences on students' cognitive performances. This finding supported Getzels and Thelen's (1960) model of the school class as a social system where personality needs, role-expectations, and classroom climates interact and predict group behaviors, including learning. In this model, climate develops primarily as a result of teaching style and the manner in which roles and personality needs are balanced within classrooms. In

Walberg's (1979) well-known model, classroom environments are linked with students' aptitudes and instruction in predicting learning outcomes.

The MCUP evaluation plan incorporates a view of classrooms as social/emotional environments within which certain "frame" or format factors supply the foundation that underlies academic achievement (Creemers and Tillema, 1987-88). According to Creemers and Tillema, processes occurring within class groups can better explain student cognitive and affective outcomes than can factors at school or community levels. This notion is associated with the differential context hypothesis which holds that differences in student performances result primarily from classroom contextual effects. This perspective is supported by Van der Sijde (1987-88), who claims that classroom climate, determined by students' perception of the behaviors of the teacher and fellow students, can influence student outcomes (attitude and achievement) and should be considered as an antecedent factor along with instructional strategies and curricular design. MCUP systemic reform strategy is grounded on the proposition that classrooms have a predictable effect on student behaviors and that they can be manipulated by educators to increase student involvement, influence student motivations and aspirations, and facilitate learning. In that fostering needed systemic changes in school classroom is an important challenge accepted by the Memphis partnership, profiling baseline classroom characteristics was viewed as a necessary first step if reform issues were to be addressed.

Classroom Learning Environments

Grade-level class contexts were empirically profiled through data obtained by administrating *School, My Class, and Me* (*SCM*, Butler, 1993). The inventory contains an abridged set of items selected from instruments comprising the *Learning Environment Assessment System* developed for use in PATS (Butler, 1990). The revised instrument, *SCM*, yields four indicators of the psychosocial environments of classrooms (learning conditions, student satisfaction, constraints, and student involvement) thought to influence student engagement and motivation, as well as affective and cognitive outcomes.

The instrument was administered in the fall 1993 and spring 1994 semesters to representative samples of classes in the pilot sites. In fall 1993, the instrument was administered to 12 classes of fifth and sixth grade students in two elementary schools (N = 285), 8 classes of eighth grade English in two secondary schools (N = 285), ten sections of ninth and tenth grade English (N = 179), and all 17 classes offered at the vo-tech center (N = 242). In spring 1994, the instrument was administered to 12 classes of fifth and sixth grade students in two elementary schools (N = 267); 7 sections of eighth grade English in two secondary schools (N = 162); 7 sections of ninth and tenth grade English classes (N = 152); and all 17 classes offered at the vo-tech center (N = 205).

As shown in Table 14a (see Appendix of Tables and Figures), fall 1993 and spring 1994 results for the four class climate scales, aggregated by elementary school grades (grades 5 and 6), middle school grades (grade 8), senior high school grades (grades 9 and 10), and other secondary grades (vo-tech classes) are reported. Results are reported through use of a 5-point scale, with 5 being the highest. Inspection of the results reveals that vo-tech classes were associated with the highest student ratings at both points in time. Elementary class means were also high for class learning conditions and student satisfaction, with 1994 spring scores being lower than those obtained in the fall of 1993. Lower ratings were found in the spring for most dimensions in the elementary and high school classes. In contrast, eighth grade class ratings increased in the spring with a noteworthy change reported for student involvement (for information on effect sizes, see Appendix of Tables and Figures, Figures 1 - 4).

Percentages of students at both points of time indicating "usually or always true" for the items of the scales are reported in Table 15a. Decline of the spring ratings in comparison to those reported in the fall was clearly reflected. In regard to discernible patterns, ratings of class learning conditions were generally higher than ratings of other class dimensions. The most negative ratings were found for class constraints and student involvement. For example, a third to more than half of the elementary sample reported "that students feel left out or ignored," "things are said to students that make them feel bad," "certain students are favorites," "students keep others from learning," and "students often feel like giving up." One-fourth of the elementary sample reported that students "are treated differently because of race or sex." Similar ratings, though somewhat lower percentages, were reported by the other grade level samples.

Ratings of student involvement in their classes were consistently higher in vo-tech classes. In the elementary and secondary classes, about a third of the students reported that they "look forward to class," "are trusted," "respect the rights and feelings of others," and "help decide what will be studied." Slightly higher ratings are associated with "talking with others about coursework" and "cooperating with others."

Shown in Figures 1 - 5 (see Appendix of Tables and Figures) are results of analyses conducted to determine effect sizes of changes reflected between the ratings obtained from students in the fall and spring semesters of the 1993-94 school year. The more noteworthy negative changes were for elementary ratings of class satisfaction and senior high ratings of class satisfaction and constraints. Positive changes were associated with middle school and vo-tech student ratings of class involvement. The vo-tech spring sample also reported fewer class constraints.

In general, class climate information obtained in the pilot sites in the MCUP start-up year indicates that many students did not have strong positive perceptions of their classes. An exception to this was found in vo-tech classes. This finding is not unexpected. While positive effect size gains were noted for dimensions in some classes across the school year, in general, student ratings indicated that classrooms did not provide the quality of social/emotional environments thought to underlie academic achievement, build student aspirations, and foster student engagement.

This information, which was reported to the schools for their use, lends support to contention that classroom climates should be considered as an antecedent and influential factor, along with instructional strategies and curricular design, in addressing systemic reform of urban schools and classes. Classroom climate obtained in future years will indicate whether changes are realized.

Student Attitudes and Attributions by Grade Level

The comprehensive needs assessment of MCUP pilot schools in the spring of 1993 revealed that many students demonstrated characteristics of educational at-riskness (Butler, 1993). Influential factors were believed to be those typically associated with many urban schools and students (Baribaldi, 1993; Irvine, 1990; Oakes, 1985; Ogbu, 1978): status characteristics such as race/ethnicity and socioeconomic level; lack of effort or motivation to learn; limited educational aspirations; repeated grade-level failures and dropping out; low scores on standardized tests of basic skills; peer pressure; low expectations and self-fulfilling prophecies of teachers; inadequate curricula; and inability of some educators to teach students with cultural or socioeconomic backgrounds different from their own .

Given the complexity of establishing baseline profiles of the potentially numerous historical, status, and personal factors that influence urban students' school performances, and consistent with the ecological model's focus on the development of individual behaviors, attitudes, and motivations within a set of social structures, the strategy employed by the Memphis partnership was to focus on assessing attitudinal predispositions of students enrolled in the pilot schools. This approach was adopted with the intent of characterizing students' attitudes about self and about school that might be malleable through appropriately designed educational interventions. Undergirding the strategy was a school involvement and identification model proposed by Finn (1993). Through use of the engagement-identification model, the plan was to determine behavioral risk factors and psychological factors that inhibit bonding with the school for a representative sample of students enrolled in the pilot sites. Results would be reported to the schools for use in developing tactics for increasing school participation which might increase the likelihood that individuals will succeed in school.

Finn (1993) has proposed a conception of student engagement or involvement in school as it relates to achievement. The model incorporates two major components: a behavioral component termed "participation" and a psychological component termed "identification." These components are viewed as elements of a cycle beginning in the primary grades and remaining important for most children throughout the school years: attending school, completing class work, and becoming involved in the life of the school. Under favorable conditions, engagement behaviors persist, become elaborated, and result in a sense of belonging in school and valuing school-related outcomes, that is, identification. Finn postulates that engagement behaviors are more amenable to influence than traditional status indicators, such as racial/ethnic, socioeconomic, or language used in the home.

Student involvement in learning is viewed by the Memphis partnership as a developmental process beginning in the earliest years of school or prior to enrollment in school. If student involvement is achieved, habitual forms of behaviors should be apparent, such as active participation in class and non-class activities and educational success realized. If involvement is not present, youngsters will disengage from school activities and may eventually dropout, as Rumberger (1987) has documented. Being a school failure or dropout becomes an additional status characteristic difficult to surmount.

Associated with the engagement model is use of attribution theory to explain motivational styles of learners in classroom and school contexts. Key concepts of attribution are student self-ascriptions for failure relating to effort and ability (Graham & Weiner, 1993; Weinstein, 1993; Weiner, 1986). An extensive literature now exists relative to how instructional practices impact student motivations to engage in learning tasks and inform students regarding self attributions. The Memphis partnership seeks to encourage educators and parents to use strategies that hold promise for increasing student educational motivations and engagement in school activities. Therefore, determining the status of student attitudes toward school and toward themselves in regard to ability and effort was viewed as an important initial step in implementing the engagement model as a reform strategy in the schools.

Thus, a set of empirical indicators obtained in 1993-94 from student cohorts were ratings regarding attitudes toward school and self attributions in order to identify attributional patterns that lead to failure and school disengagement. Attitudinal ratings were obtained through items of three *School, My Class, and Me* scales. Ratings of self attributions and perceptions of school were obtained from the same class samples providing classroom climate ratings (see preceding section).

As reflected in Table 14b (see Appendix of Tables and Figures), school perceptions by the grade-level cohorts indicate that the most positive attitudes were reported by upper elementary students. Slight to moderate effect size gains (see Appendix of Tables and Figures, Figures 1 - 5) were found over time for the middle school and vo-tech samples. In terms of student effort, the highest mean rating was reported by the upper elementary sample in the fall of 1993. An obvious decline of effort ratings across the school years is indicated, along with declines within the school year. Ratings of ability to successfully complete educational tasks, however, increased by the end of the school year, except for elementary students. Their ratings were identical in the fall and spring. The most noteworthy gain was reflected by the middle school sample.

Inspection of scale item results reported in Table 15b (see Appendix of Tables and Figures) indicates that around 80% of the students reported positive perceptions: "school preparing me for the future" and "I like to do well in school." Approximately half of the students reported being "satisfied with school"; less than half reported that they "like to go to school." Fewer than half of the middle and secondary students reported that they are "part of things at school."

Older students reported lower ratings of effort than did elementary students. Seventy to eighty percent of the elementary sample reported that they "don't give up easily", " keep up with assignments" and "try to be careful with classwork." Ratings of ability, in general, for all the samples were considerably lower than ratings of effort. While there was a slight increase of ratings across the grade levels for student perceptions of ability to "solve problems" and "express ideas," ratings ranged from 32% to 57%. Many students in these schools do not view themselves as having high or moderate abilities.

These data have been reported to the schools for use in planning remedies that impact cognitive attributional patterns and attitudes that inhibit learning in multicultural school contexts. Similar student ratings will be obtained in the future to determine longitudinal trends in the patterns of attitudes reported by the students.

Student Achievement and Other Indicators

The 1993-94 goal of developing a system of educational indicators to field test models for assessing school productivity in the pilot sites was partially accomplished. The intent was to use school and district administrative data, school context information, student attitudinal data, and achievement outcomes provided through the *Tennessee Comprehensive Assessment Program* (TCAP) to construct an indicator system which would provide a reliable, periodic snapshot of the condition of schooling and provide a basis for assessing educational improvements (David, 1987; Oakes, 1986, 1989). Conceived as an instrument of educational reform (Linn, 1993), the system of indicators under development will be planned through cooperation of school personnel, district leaders, university faculty, and specialists from the corporate world. Initial steps in developing the system relate to a need for consensus among educators, researchers, and policy makers regarding selection and definition of indicators, planning of a cooperative data system, and design of reporting methods that permit usefulness of the information for educators and policy makers (Blank, 1993). Given the complexity of factors impacting the processes and outcomes of schools and current limitations in measurement technology, as well as problems to be addressed in organizing a cooperative data system and developing a system of reporting, various issues relating to such an indicator system are anticipated. Thus, several models will probably be explored and field tested. A pilot system should be in place by the summer of 1995. The indicator system developed through MCUP sponsorship will be coordinated with the Office of Standards and Accountability, Memphis City Schools, the office responsible for developing a comprehensive indicator system for the district.

Student ethnicity in the schools in 1994 is shown in Table 16 (see Appendix of Tables and Figures), with the percentages of minority by school. The four schools enrolled over 2,600 students in 1994. Most students lived in neighborhoods near the school sites. Table 17 (see Appendix of Tables and Figures) presents 1994 attendance, mobility, economic status, and overage-for-grade data. Elementary student school attendance is consistently high with mobility rates in the two schools ranging from 38% to 45% during the school year. School attendance rates for the secondary schools were 86% and 80%. High school mobility rates were 44% and 51%. The schools obviously served a highly mobile student populations, in that one-third to one-half of the students during the school year were new. The proportion of students eligible for free or reduced lunch was moderately high, ranging from 57% in one secondary school to 88% in an elementary school. Approximately half of the secondary students were overage for grade, as were one-fourth of the elementary students.

Promotion rates for grades 5 and 8 are presented in Table 18 (see Appendix of Tables and Figures). Over 90% of the fifth grade students in 1994 were promoted to the next grade. However, only 57% of the eighth grade students were promoted in one school. Percentages of student dropouts by grade level during the 1994 year are reported in Table 19 (see Appendix of Tables and Figures). According to these data, more than half of the students in the schools may drop out prior to graduation.

Indicators of student achievement in the four schools include performance on the *Comprehensive Test of Basic Skills*/4 (TCAP), percent of students passing the *Tennessee Proficiency Tests*, and performances on the *American College Test*. (ACT). Achievement indicators are reported for a four-year period. Table 20 and 21 (see Appendix of Tables and Figures) depict results for fifth, eighth, and tenth grade students for reading, language, math, and total battery. Results indicate that student achievement is lower than the Memphis City Schools average and considerably lower than state-wide scores.

Secondary school student scores on the state proficiency test are depicted in Table 22 (see Appendix of Tables and Figures) along with school district scores for three years. While students in MCUP schools scored below the system level, increased scores were present for 1994 for grades 9 and 10 in one secondary school. The other secondary school reflected an increase in one grade level. These results reverse declines reflected in earlier years and depart from a consistent decline system-wide. Table 23 presents *American College Test* (ACT) results for a four-year period. While seniors in MCUP schools consistently scored below system-wide averages, scores increased in one secondary school in 1994, reversing a downward trend reflected the three previous years.

LEVEL IV PROGRAM ASSESSMENTS

Several MCUP activities were implemented in 1993-94 as Level IV interventions involving selected students enrolled in the pilot sites or higher education partners. These MCUP-sponsored program activities developed as a result of several factors. Some had been proposed in the Stage II planning grant. Others were formulated during the early phase of Stage II and presented to the MCUP board of approval as pilot activities. All projects were selected for implementation in the MCUP schools because they addressed one or several concerns identified in the needs assessment of the Frayser schools and community (Butler, 1993): (a) that "Numerous students admitted, and teacher perceptions support, that they are failing to become active, independent, and self-motivated learners" (p. 5); (b) that "schools provide students with few role models from the community" (p. 6); and (c) that "students report being isolated and separated from the cultural and social dimensions of the Memphis community." (p. 6) Within each project, a partnership had responsibilities for designing the programs and coordinating program events. MCUP sponsorship and support did not include project management. As reflected in the following material, some were fully implemented during the 1993-94 school year. In other cases, some components were able to be implemented.

Evaluation teams were formed to assess each Level IV activity. As expected, given the developmental phases of the projects, some evaluations were more comprehensive than others.

The five activities described and assessed include:

- cross-age mentoring identified as Each One Reach Three;
- mentoring provided kindergarten children;
- teen parenting program;
- student connections program; and
- summer institute for high school students.

Cross-Age Mentoring (Each One Reach Three)

A cross-age mentoring project developed for pilot implementation in 1993-94 was designated as Each One Reach Three (EORT). The goal was to establish cross-age mentoring where adult professional mentors interfaced with college students, who, in turn, served as mentors for high school students. High school students were paired with middle school students, who would then serve elementary children. The plan was to form supportive networks involving mentoring pyramids composed of one member from each mentoring level. On-going mentoring sessions were to focus on academic and personal issues, career options, educational aspirations, and development of more positive attitudes toward education. A variety of social activities were also planned for the participants. In addition to MCUP funds, a Tennessee State Department of Education grant of $6,000 was obtained to support program activities.

Participants

Four adult mentors were recruited to participate in the project during 1993-94. Three were staff professionals employed by The University of Memphis. The fourth adult was a campus police officer with expertise in working with inner-city adolescents. The adult mentors assisted the project director in planning and implementing various activities. They also provided mentoring and counseling to graduate students.

Eight University of Memphis students holding graduate assistantships participated throughout the school year as mentors. The group included 7 African Americans (4 males, 3 females) and 1 European American. Thirty undergraduates attending The University of Memphis (N = 25), LeMoyne-Owen College (N = 3), and Shelby State Community College (N = 2) also participated. These participants were recruited via campus-wide advertisements for volunteers to work with at-risk youth. Eleven of the U of M undergraduates were active participants both semesters. One graduated in December 1993, and two others did not enroll during the spring semester. Eleven began participation in January 1994 and remained active through the conclusion of the program. The three participants from LeMoyne-Owen were active; the two Shelby State Community College students were not. Twenty-five of the undergraduate students were African American. Gender breakdown was 17 males and 13 females.

A total of 48 students enrolled in grades 8 - 12 in two MCUP school sites (N = 32 and N = 16) participated in EORT during the school year. Students were selected based upon principal recommendations. The majority were African American (N = 32); 14 were European American, and 2 represented other ethnic groups.

Program Activities

In addition to mentoring, two additional EORT activities were scheduled: (a) academic, including tutoring, and (b) social events. Social activities were to provide bonding opportunities and development of interpersonal relationships that would support mentoring. Academic activities were planned for the secondary school students with focus on information associated with college preparatory course work, tutoring, and motivational strategies designed to increase school attendance.

Assessment

EORT sought to achieve three objectives during the 1993-94 school year: (a) recruit professional, collegiate, and students enrolled in grades 6-12 to participate in mentoring pyramids; (b) conduct mentor orientation, and (c) plan and implement cross-age mentoring and related activities.

The EORT pilot project successfully recruited individuals representing all levels to participate and some success was achieved with program activities, especially those with a social focus. The initial plan was to recruit 25 individuals representing the different levels and comprising five pyramids or families. The total number of participants involved during the year was approximately 85. The majority of activities implemented were for college students with social events (field trips) emphases.

EORT provided few opportunities for mentoring relationships to develop. While numerous social events were conducted, these social interactions were not found to create pairings and mutually supportive pairings. EORT was successful in providing various field trip experiences for the participants. Functional mentoring pyramids, however, were not realized.

Program constraints impacting EORT during 1993-94 included the following: (a) too many activities' being scheduled in a short time period with limited opportunities for planning and communications, (b) time commitments required for planning, recruitment, communications, and project management, and (c) the necessity of rescheduling and cancellation of activities.

While positive outcomes were realized, especially those relating to social activities, high school participants indicated concerns with lack of academic tutoring, rescheduling and cancellation of activities, problems with communication, and failures to follow through on announced activities.

Academic outcomes of the secondary student participants were examined by comparing fall and spring grade point averages in core subjects. Five core subjects considered essential for college preparation were selected: math, science, English, foreign language, and social sciences. Results indicate that there were no positive impacts on student grade point averages and that individual and cohort grades in all core subjects were lower at the conclusion of the second semester. Significant correlations were also found between school absences and grade point averages in all core subjects. Participation in EORT was not found to influence school attendance or performance of the secondary school participants.

Conclusions and Recommendations

The following conclusions and recommendations appear warranted:

- The basic intent of providing a supportive network through cross-age mentoring is commendable and consistent with MCUP's mission.

- Future EORT activities should incorporate strategies that hold promise for directly influencing students' identification and engagement in academic endeavors. Community and university resources should be utilized to insure program integrity and successful outcomes. Continued MCUP sponsorship should be contingent upon redesign of EORT program components and overall management.
- Mentoring sessions for secondary students should make information available regarding college preparation courses, test taking skills, and career planning. Development of tutorial skills of the participants might be an appropriate program goal.
- Criteria for participation in EORT need to be clearly specified, permitting more effective use of resources and selection of students who may profit most from the experiences provided.
- Scheduling a host of social events for a large number of individuals utilizes resources that might be more effectively allocated for other EORT activities. Therefore, reduction of social activities in future cycles is recommended.

Mentorship for the Young Child

Mentorship for the Young Child (MYC) was developed to enhance the academic, social and personal development of young, at-risk children. The 1993-94 pilot program was designed to provide kindergarten children with regular opportunities to interact with adult and teenage volunteer mentors through a structured set of educational games and tasks. The program was modeled on one implemented in the Atlanta school system. Coordination and overall program management was provided by Tennessee Mentorship personnel, through a partnership agreement with MCUP and Memphis City Schools.

Program objectives for the 1993-94 school year included the following:

- Development of plans for implementing the program in one or more sites,
- Securing and distributing instructional materials for use by mentors and students,
- Identification of school sites and student participants,
- Recruitment and training of adult and teenage mentors, and
- Providing program coordination.

Program information and evaluative findings summarized here are based on research released as a technical report by the Center for Research in Educational Policy (Wasson & Taylor, 1994).

MYC was to provide cross-age mentoring experiences for kindergarten children using a structured set of educational board games and tasks commercially distributed as *Wings* ™. Designed to enhance the development of various cognitive skills, *Wings* ™ is an adaptation of academic games developed in Japan for exceptional learners (Wasson & Taylor, 1994). The goal of implementing MYC during the 1993-94 school year in one or more sites was accomplished. Also, the goal of recruiting adult and teenage volunteer mentors was partially accomplished.

Children enrolled in two kindergarten classes in a school serving the Frayser community of Memphis participated in mentoring sessions; two additional kindergarten classes were designated as control or comparison. All mentoring sessions were scheduled to take place outside the classroom, in the elementary school cafeteria. One class (N = 16) of students was mentored by adults recruited from a corporate financial institution and from community churches. These mentoring sessions were scheduled for Tuesday mornings. A second class (N = 16) was mentored by students enrolled in an adjacent high school. High school students were to read the game instructions each Friday during home economics class and conduct mentoring sessions the following Monday afternoon in the elementary school's cafeteria.

Interviews with the adult volunteers yielded evidence of the adults' enthusiasm as MYC mentors and of feelings of caring, sympathy, and altruism developed for the children. Many volunteers demonstrated their commitment by consistent attendance throughout the school year, reporting that their positions as successful business professionals enabled them to provide children with an alternative view of the world. They viewed their mentoring activities as making a contribution in realizing a better society.

The goal was to use *Wings*™ as a scaffold for building mentoring relationships and to reinforce skills development on a one-on-one basis. However, this goal was only partially achieved because of the insufficient number of adults recruited. Mentor absenteeism from scheduled sessions prevented some mentoring opportunities; inadequate orientation for replacement mentors resulted in deviation from the implementation plan. Some mentors indicated that they frequently failed to use the *Wings* ™ material, or only used the material to get the session going and then switched to other activities and discussions.

Mentoring provided by the student volunteers was found to differ from that provided by the adult mentors. Some high school volunteers reported that children assigned to them did not need mentoring and that some were bored with the games and structured activities. Several student mentors thought the games were boring. Others thought that the instructional focus should be about "life on the streets" (violence, gangs, drugs, etc.) and did not appear to understand why such topics should not be discussed with the children. In addition, an insufficient number of high school students were recruited or assigned to provide individual mentoring to all kindergartners on a regular basis. Some student volunteers were not motivated, and others did not understand mentor roles or the purpose of the academic games.

Teachers of the kindergarten students participating in MYC reported that the program satisfied an objective of the school's 1992-93 school improvement plan: recruitment of more adults from the community to assist in on-site learning. Teachers felt that the program augmented classroom learning and enhanced students' self-esteem. However, they did not feel that *Wings*™ was necessary for the mentorship program to be successful. While adult mentors were viewed as valuable, teachers reported dissatisfaction with the student mentors who failed to take seriously their responsibilities. Teachers were also concerned about the inappropriate language and behaviors of some high school students.

In a second elementary school located in the Frayser community, ten children enrolled in special education participated in weekly mentoring sessions involving adult volunteers recruited from a financial corporation. While some delay was experienced in securing a sufficient *Wings*™ materials, financial resources were identified and used to purchase materials for all mentor pairings. Volunteers met students in weekly sessions scheduled in the school cafeteria. *Wings* ™ activities were perceived as being beneficial in that they facilitated mentoring without additional work for either the teacher or the mentor; and mentors appeared to be comfortable using *Wings* ™. Mentor absences were not reported as a problem although one mentor was inconsistent in attendance. It was explained to researchers that when a mentor failed to attend, the child remained in class. On the other hand, if a designated child was not at school, another student was selected. Children's mobility was, however, identified as a problem, since three of the ten children withdrew from the school during the period of implementation.

An additional component of the evaluation focused on assessing the extent to which *Wings*™ may have contributed to the development of kindergartners' cognitive skills. Two individually administered instruments were used to collect student outcome data. *Wings* ™ contains a set of educational games grounded on Guilford's Structure of the Intellect (SOI) model. To assess the multiple dimensions of intellect posited by Guilford, an instrument designed specifically to assess these dimensions was used: the *Structure of Intellect - Learning Abilities* (SOI-LA; Meeker and Meeker, 1985). To assess academic achievement, six subtests of the *Woodcock-Johnson Psychoeducational Battery* (WJ-R, Form A, 1989) were administered. Examiners who had been trained in the use of the instruments administered the tests, varying the sequence to control for order effect. School archival records provided demographic data.

Statistical tests were conducted to explore relationships of various predictor and outcome variables. Results indicate that mentoring activities based on *Wings*™ did not contribute to enhanced cognitive gains of the kindergarten children. Likewise, mentoring contact hours were not found to be influential. Additional evaluative information was elicited from parent/guardians through a questionnaire regarding the reading and learning practices of kindergartners participating in the mentoring sessions. Questionnaire items also solicited information regarding preschool experiences, number of siblings, and adults in the home.

Responsibilities for coordinating MYC during 1993-94 were assumed by personnel provided by Tennessee Mentorship. These individuals, with support provided by MCUP staff, were responsible for recruiting adult and high school student volunteers; making arrangements with school officials to identify kindergarten children as participants; providing orientation and training; securing instructional materials; and providing overall program coordination, supervision, and management. Success was obviously realized in securing the commitment of adult volunteers who served as role models and mentors for the students one day a week for an extended period of time. Moreover, adult mentors were generally enthusiastic about their involvement in the project, even though some admitted that the time factor during the work often created additional problems at work. Success was also evident in securing financial resources to purchase the *Wings*™ materials. Less success was reflected in overall program coordination and management, given the problems identified in student mentors' understandings of their roles, lack of orientation provided some mentors, and lack of supervision provided the high school students. Some of these problems, however, may have resulted from factors beyond the control of MYC staff. For example, instruction that was to be provided for high school mentors in the class for which they received credit for working with the children may have been inadequate. Work responsibilities of adult mentors and student absences or withdrawals from school are other examples of factors beyond the control of project staff. In general, the overall goals of placing the program in the schools was achieved. The evidence associated with the use of *Wings*™ for structuring the mentoring sessions suggests that the structured activities can be of value, given adequate mentor preparation. *Wings*™ short-term contributions to supporting the academic development of kindergarten children were not demonstrated. However, long-term effects remain unknown.

Based upon the evaluative assessment, the following recommendations are offered for future implementations of MYC:

- A sufficient number of adult volunteers should be recruited if the program is to be continued with students enrolled in an entire class. A pool of reserve mentors to replace resigning mentors or to serve as substitutes during temporary absences might be considered.

- Participation in orientation and training should be required of all mentors to insure commitment to and understanding of mentoring role and instructional materials.
- Plans should be formulated and announced for involving high school students as mentors early in the school year, with careful attention given to selecting participants committed to working with young children.
- High school teachers should share accountability when their students serve as volunteers and should incorporate mentoring and child development into the high school course syllabus.
- Parents' and guardians' permission should be acquired prior to children's participation in the project.
- Documentation and record keeping of mentoring activities should be increased.
- A schedule of periodic support activities should be planned to help mentors maintain commitment to the program, resolve problems, and address mentor concerns about the needs of children.
- A clear role should be devised for kindergarten teachers whose students participate in the program. The kindergarten teachers' role might be to inform mentors of factors contributing to kindergartners' inattention, such as interest levels and task difficulty; to observe mentoring sessions; and to offer suggestions for improvements and use of alternative methods.
- Copies of *Wings* ™ might be made available to mentors for at-home study and preparation.
- College students might be used as mentors.

Teen Parenting

The goals of the Memphis and Shelby County Adolescent Pregnancy Council are to develop an active, visible, sustainable, and effective teen auxiliary that will take the leadership role among youth, responding to the issue of teen pregnancy and related areas. The teen auxiliary is expected to (a) participate in leadership training; (b) develop knowledge and acquire information and skills in the area of teen pregnancy and related issues; (c) share information with other teens and adults on decision making and responsibility; (d) develop problem solving skills in areas related to youth; (e) provide insights and suggestions for the action plans of Council; (f) have representation on the Council; (g) attend and conduct training sessions, regular meetings, conferences, and workshops; (h) develop a strategy of action for the group and for other teens; and (i) develop and participate in community awareness programs.

The Council implemented public awareness components (i.e., highway billboards, T.V. commercials, posters on public buses and bus stop benches) of a program designed to highlight problems and consequences of adolescent pregnancy and to promote efforts to reduce its incidence. A university faculty member participating in the Council observed, "Because of connections in the Frayser schools, we have been well-received." The Council has made the community more aware of the need for male responsibility in resolving the issue of adolescent pregnancy, and it has made the community more aware of adolescent health issues.

Student Connections Program

The goals of Student Connections are to connect secondary students with colleges and universities; to enhance understandings between secondary and postsecondary students, and to increase student understanding of college admission procedures. In 1993-94 students participating in the program were transported to two of the three participating postsecondary campuses in order to familiarize the students with college environments and stimulate interest in college attendance. During the campus visits, students attended classes, learned about admissions and financial aid, and interacted with college students.

In addition, students from the three postsecondary partners visited the high schools to perform a variety of services, including serving as guest teachers and making presentations on college life. Another activity was a college awareness day in which sixth grade students (N = 90) visited two college campuses, met with college representatives, and practiced their manners in the adult environment of a Memphis restaurant.

Summer Institute for High School Students

The first summer college institute was conducted on the campus of The University of Memphis, June 26 - 30, 1994. Thirty-three students from the two MCUP schools participated along with 9 college students who served as mentors. The two adult counselors were from The University of Memphis. Representatives of LeMoyne-Owen College and Shelby State Community College made presentations or participated in social or recreational events.

Students were housed at The University of Memphis and visited the campuses of the other partners. Daily seminars dealing with the ACT, financial aid, scholarships, and other similar topics were conducted.

Highlights of the week included the Bluff City Classic Basketball game which featured well-known Memphis athletes and a well-received brainstorming and essay-writing session. The institute concluded with a banquet which included parents as well as numerous college officials.

The Summer Institute allowed the students to learn about college life, meet new people, and develop an awareness of college life.

Other MCUP-Supported Projects

In 1993-94, as a result of its collaborative relationship with MCUP, Junior Achievement of Greater Memphis, Inc., (JA) increased its activity in the Frayser community. In one school, an elementary program was introduced which is a planned progression from building self-esteem among kindergartners to fostering world curiosity among sixth graders. Also, junior high students at two MCUP sites participated in two JA programs, "Economics of Staying in School" and "Project Business." In 1993-94 planning was also begun with representatives of the MCUP schools for a Career Day Program.

Fourth grade students at two elementary schools were approved by Brooks Art Academy to participate in the A-B-C program. However, because of scheduling conflicts and cost, students were not able to participate.

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APPENDIX OF DOCUMENTS

MCUP Board Composition: 1992 - 1994

PHASE I MNCUP EXECUTIVE BOARD

Last Name	First	Employer	Category
Bogatin	Nancy	Memphis 2000	community
Chandler	Georgia	Memphis Education Assoc.	secondary
Davis	Fred	Fred Davis Insurance	business
Essex	Nate	University of Memphis	postsecondary
Etheridge	George	University of Memphis	postsecondary
Griffin	H. Arch	Shelby State Comm. College	postsecondary
Hardy	F. Oliver	Coalition of 100 Black Men	community
Jackson	Sue	First Tennessee Bank	business
Jackson	Tina	East High School	secondary
Jones	Barbara	Memphis City Schools	secondary
Lewis	Sara	Free The Children	community
Lipman	Barbara	Education Consultant	community
Love	Fannie	LeMoyne Owen College	postsecondary
Maness	Jerry	Juvenile Court Services	government
Moore	Karl	International Paper	business
Register	Ron	Community Found. of Memphis	community
Sonnenburg	Barbara	Memphis City Council	government
Swift	Elizabeth	Memphis Council of PTAs	community
Ward	Dan	Memphis City Schools	secondary

STAGE II MNCUP EXECUTIVE BOARD

Last Name	First	Employer	Category
Bishop	Mark	Federal Express	business
Bogatin	Nancy	Memphis 2000	community
Brown	Debra	Housing & Community Dev.	government
Brown	Sherrie	Black Student Association	postsecondary
Clark	George	Memphis Light Gas & Water	community
Cooper	Betty	Haywood County Schools	secondary
Davis	Fred	Fred Davis Insurance	business
Davis	Shirley	Memphis/Shelby Health Dept.	government
Essex	Nate	University of Memphis	postsecondary
Etheridge	George	University of Memphis	postsecondary
Fitch	Lavell	Memphis/Shelby Airport	government
Griffin	H. Arch	Shelby State Comm. College	postsecondary
Hardy	F. Oliver	M. D.	business
Jackson	Sue	First Tennessee Bank	business
Jackson	Tina	Miss. Blvd. Christian Academy	secondary
Jacobs	Barbara	Goals For Memphis	community
Johnson	Betty	LeMoyne-Owen College	postsecondary
Johnson	Fred	Shelby County Schools	secondary
Jones	Barbara	Memphis City Schools	secondary
Knepper	Helen	Education Consultant	community
Lewis	Sara	Free The Children	community
Lipman	Barbara	Education Consultant	community
Maness	Jerry	Juvenile Court Services	government
McCormick	Mary R.	Memphis City Council	government
McGee	Barry	Director	MCUP staff
Morgan	Delilah	TN Air National Guard	government
Payton	Relizie	Shelby Co. Board of Education	secondary
Perrin	Jim	Jr. Achievement	community
Robinson	Kenneth	UT Memphis	postsecondary
Sonnenburg	Barbara	Memphis City Council	government
Swift	Elizabeth	Memphis Council of PTAs	community
Ward	Dan	Memphis City Schools	secondary
Williams	Maurice	Black Student Association	postsecondary

STAGE III MCUP EXECUTIVE BOARD

Last Name	First	Employer	Category
Blair	Wanda	LeMoyne-Owen College	postsecondary
Bogatin	Nancy	Memphis 2000	community
Brown	Debra	Housing & Community Dev.	government
Clark	George	University of Memphis	postsecondary
Cooper	Betty	Hayward County Schools	secondary
Cooper	Robert	Internal Revenue Service	government
Davis	Fred	Fred Davis Insurance	business
Etheridge	George	University of Memphis	postsecondary
Ewing	Herman	Memphis Urban League	community
Greer	Estella	JEL Communications	business
Griffin	H. Arch	Shelby State Comm. College	postsecondary
Hardy	F. Oliver	M. D.	business
Jackson	Sue	First Tennessee Bank	business
Johnson	Betty	LeMoyne-Owen College	postsecondary
Johnson	Fred	Shelby County Schools	secondary
Johnston	Kathleen	Memphis/Shelby Health Dept.	government
Jones	Claudette	M. D.	business
Knepper	Helen	Community Activist	community
Lipman	Barbara	Educational Consultant	community
Maness	Jerry	Juvenile Court Services	government
Mitchell	Logan	Retired Memphis City Schools	community
Morgan	Delilah	TN Air National Guard	government
Payton	Relizie	Shelby Co. Board of Education	secondary
Perrin	Jim	Jr. Achievement	community
Nickleberry	Dalton	Memphis City Schools	secondary
Sampson	Traci	Cooperative Marketing	business
Ward	Dan	Retired Memphis City Schools	community
Williams	Maurice	University of Memphis	postsecondary

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MCUP Media Coverage
1993-94

Print Coverage

The Commercial Appeal Newspaper (Memphis, TN)

09/23/93	"Plan Will Urge Frayser Kids to Look at College"
02/03/94	"Mentorship in the Kindergarten"
02/10/94	"Frayser Kids Learn by Bank"
06/09/94	"South Africans Study Plan to Keep Kids in School"

The Memphis Business Journal (Memphis, TN)

03/07/94	"Volunteer Program to Join Professionals with Schools"

The North Shelby Times Newspaper (Shelby County, TN)

11/17/93	"MNCUP to Help Frayser Students"
10/12/94	"Frayser Task Force Meets in Miami"

Tri State Defender Newspaper (Memphis Metropolitan Area)

02/93	"MNCUP selects Frayser School Cluster"

Silver Star Newspaper (Memphis, TN)

06/94	"Summer Institute Gives Hope to Frayser Students"

Center for Research in Educational Policy *Centerlines* Newsletter (The University of Memphis)

Summer 93	"Urban Partnership Affords Research and Evaluation Opportunities"
Summer 94	"Center to Assess Systemic Reform in Urban Education"

Division of Student Affairs *Staying In Touch* Newsletter (The University of Memphis)

Summer 93	"Consortium Receives $135,000 from Ford to Create a Memphis Center for Urban Partnerships"

College of Education *Perspectives* Newsletter (The University of Memphis)

Summer 94	"COE Celebrates Collaborative Success"

National Center for Urban Partnerships *Alliance* Magazine

Summer 94	"Making Things Happen in Memphis"

American Association for Higher Education *Education Trust* Magazine

Fall 94	"Thinking K-16"

Television Coverage

Channel 3 News

06/08/94	South African Visit to the Frayser Schools

Channel 13 News

06/08/94	South African Visit to the Frayser Schools

Agencies Associated with the Memphis Center for Urban Partnerships
1993-1994

1. AAA Real Estate
2. Academic Counseling Center for Student Development (The University of Memphis)
3. Binghampton Project Vision, Inc.
4. Black Student Association (The University of Memphis)
5. Black Scholars (The University of Memphis)
6. Brooks Art Gallery
7. Center for Neighborhoods
8. Center for Research in Education Policy (The University of Memphis)
9. Center for the Study of Higher Education (The University of Memphis)
10. Center for the Study of Voluntary Action Research (The University of Memphis)
11. Coalition of 100 Black Men
12. Coalition of 100 Black Women
13. Commercial Appeal Newspaper
14. Community Foundation of Memphis
15. Cooperative Marketing Concepts
16. Delta Airlines
17. Department of Leadership (The University of Memphis)
18. Department of Counseling, Educational, Psychology and Research (The University of Memphis)
19. Drop-Out Prevention Program (Tennessee State Department of Education)
20. Federal Express
21. First Tennessee Bank
22. Frayser Business Forum
23. Frayser Comprehensive Community Resource Center
24. Fred Davis Insurance Company
25. Free the Children, Inc.
26. Goals for Memphis
27. Haywood County Schools
28. Institute for Excellence in Education (Tennessee State Department of Education)
29. Internal Revenue Service
30. International Paper, Inc.
31. JEL Communications
32. John S. Wilder Youth Development Center
33. Junior Achievement of Greater Memphis
34. Juvenile Court Services
35. LeMoyne-Owen College
36. Martin L. King, Jr., Parenting & Race Relations Center
37. McDonald's Century Management, inc.
38. Memphis 2000
39. Memphis Alliance of Black School Educators
40. Memphis Area Transit Authority
41. Memphis City Council
42. Memphis City Schools
43. Memphis City Schools Board
44. Memphis Council of PTAs
45. Memphis Education Association
46. Memphis Housing & Community Development
47. Memphis Light Gas & Water
48. Memphis Park Commission
49. Memphis Partners, Inc.
50. Memphis Race Relations & Diversity Institute

Agencies Associated with the Memphis Center for Urban Partnerships
1993-1994

51. Memphis/Shelby County Airport Authority
52. Memphis/Shelby County Health Department
53. Memphis/Shelby County Literacy Alliance, Inc.
54. Memphis Tutorial Association
55. Memphis Urban League
56. Minority Business Association
57. Mississippi Boulevard Christian Academy
58. M. K. Gandhi Institute (Christian Brothers University)
59. National Bank of Commerce
60. National Civil Rights Museum
61. North Shelby Times Newspaper
62. Northside Family Resource Center
63. Omni Visions, Inc.
64. Orange Mound Collaborative
65. Plough Enterprises, Inc.
66. Professional Development Schools (The University of Memphis)
67. Resident Life Housing (The University of Memphis)
68. Rhodes College
69. Saint Timothy United Methodist Church
70. Shelby County Government
71. Shelby County Schools
72. Shelby State Community College
73. Socially Yours for Youth
74. State Technical Institute
75. Student Affairs (The U of M)
76. Student Relations (The University of Memphis)
77. Tennessee Adolescent Pregnancy Council
78. Tennessee Air National Guard
79. Tennessee Black Legislative Congressional Caucus
80. Tennessee Commission on Children and Youth
81. Tennessee Department of Human Services
82. Tennessee Mentorship
83. The University of Memphis
84. The University of Tennessee Medical Group
85. Time Warner Cable
86. Volunteer Center of Memphis
87. Volunteers in the Schools
88. WPTY Channel 24
89. Youth Council
90. YMCA of Memphis
91. YWCA of Memphis

Level I MCUP Focus Group Questions

Board of Directors

1. What do you consider to be a major success associated with MCUP in 93-94? Why?

2. What hasn't MCUP accomplished this year that might have been? Why wasn't it accomplished?

3. How do your assess your role and responsibilities as a member of the Board?

4. What is your overall assessment of MCUP's organization, management, and project coordination?

5. Has MCUP achieved adequate visibility in the Memphis community? in Frayser? in Tennessee?

6. How do you evaluate the MCUP's success in accessing and using resources in the community?

7. What successes and/or failures are associated with interfacing with other organizations? Did hidden agendas inhibit successful collaborations?

8. What would you like to see accomplished in 1994-95?

9. Ideas about community-based groups in Frayser?

Activity/Project Directors

1. What do you consider to be a major success associated with MCUP in 93-94? Why?

2. How do you assess your role and responsibilities as a project director, activity head, program liaison, or team member?

3. What is your assessment of MCUP's organization, management, communications, and project coordination?

4. To what extent has MCUP achieved visibility in the Memphis community in 1993-94?

5. Has MCUP been successful in accessing and using resources in the community?

6. What successes and/or failures are associated with MCUP's interfacing with other organizations?

7. What recommendations do you have for the Stage III proposal and MCUP activities/ management in 1994/95?

V., Cont.

To what extent have each of the following been associated with MCUP programs and activities in your school this year?

	Not At All	Somewhat			Very Much
85. Use of data in planning	1	2	3	4	5
86. Realistic short- and long-range planning	1	2	3	4	5
87. Attention of school board and staff	1	2	3	4	5
88. Increased parent/community involvement	1	2	3	4	5
89. Use of corporate/community resources	1	2	3	4	5
90. Expanded use of mentors for students	1	2	3	4	5
91. Improved school image	1	2	3	4	5
92. Higher academic performance of students	1	2	3	4	5
93. Lower student absenteeism/dropouts	1	2	3	4	5
94. Enhanced student self-esteem	1	2	3	4	5

- What partnership activity do you feel has been most beneficial this year? Why?

- What activity and/or service would you suggest that the partnership provide in the future?

- What do you think is the most positive feature of the partnership at this point in time? Why?

- What partnership activity would you revise or eliminate? Why?

- Please provide any additional comments that you may have regarding MCUP in the space below.

Thank you for responding to this questionnaire.
Please return the complete questionnaire to the school office or person designated.

The University
of
Memphis

The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.

Memphis Center for Urban Partnerships Evaluation Questionnaire
Form A

Directions

As part of the annual evaluation of MCUP's organization, mission, programs, and activities, we request that you respond to the following items. Your perceptions, attitudes, and opinions will be used in assessing the effectiveness of MCUP this year and in planning for the future.

Your responses will remain anonymous. Demographic information requested will be used only for summarizing patterns of different respondent groups.

Please respond to each question in Sections I-V by marking your choice with a pen or pencil. Use the space provided to write your responses to the questions posed at the end of the questionnaire.

Note: This is a pilot questionnaire being field tested during the first year of implementing MCUP programs. The intent of the questionnaire is to obtain comprehensive information about many characteristics and activities of the partnership. You may not be in a position to respond to some of the items. Please leave an item blank if you have no knowledge or no opinion.

Thoughts you might have relative to revising this questionnaire for future use would be appreciated. Please make notes on this booklet.

Acknowledgment

This questionnaire was developed by E. Dean Butler, George W. Etheridge, Julius E. Scipio, and Herbert L. McCree, The University of Memphis. The developers wish to acknowledge contributions of the Evaluation Team for the National Center for Urban Partnerships, including Project Director Laura I. Rendon, evaluation facilitators, and research consultants.

IV.

How would you rate current roles and responsibilities within the partnership?

	Not At All		Somewhat		Very Much
63. Defined	1	2	3	4	5
64. Realistic	1	2	3	4	5
65. Understood by the partners	1	2	3	4	5
66. Determined through consensus	1	2	3	4	5
67. Evaluated	1	2	3	4	5
68. Coordinated	1	2	3	4	5
69. Productive	1	2	3	4	5

V.

To what extent have each of the following been associated with MCUP programs and activities in your school this year?

	Not At All		Somewhat		Very Much
70. Clearer school vision or mission	1	2	3	4	5
71. Priorities identified	1	2	3	4	5
72. Focus on school improvement	1	2	3	4	5
73. Critical issues addressed	1	2	3	4	5
74. Initiation of change	1	2	3	4	5
75. Curriculum review and revision	1	2	3	4	5
76. Emphasis on student learning	1	2	3	4	5
77. Increased teacher professionalism	1	2	3	4	5
78. Enhanced collegiality of school staff	1	2	3	4	5
79. Use of teacher and student leaders	1	2	3	4	5
80. New networks, collaborations, leadership teams	1	2	3	4	5
81. Changes in school decision-making	1	2	3	4	5
82. Increased expectations for teaching excellence	1	2	3	4	5
83. Increased expectations for students	1	2	3	4	5
84. Regular data collection/reporting	1	2	3	4	5

III.

At this point in time, to what extent do you feel MCUP is:

	Not At All		Somewhat		Very Much
41. Durable	1	2	3	4	5
42. Valued	1	2	3	4	5
43. Accomplishing its mission/goals	1	2	3	4	5
44. Addressing important problems	1	2	3	4	5
45. Implementing viable decision-making	1	2	3	4	5
46. Conducting a viable evaluation	1	2	3	4	5
47. Collecting appropriate data	1	2	3	4	5
48. Using data to inform decisions	1	2	3	4	5
49. Impacting educational policies and practices	1	2	3	4	5
50. Affecting teaching	1	2	3	4	5
51. Affecting student educational aspirations	1	2	3	4	5
52. Encouraging systemic change	1	2	3	4	5
53. Involving community agencies	1	2	3	4	5
54. Involving the corporate community	1	2	3	4	5
55. Transforming institutions	1	2	3	4	5
56. Helping at-risk students stay in school	1	2	3	4	5
57. Helping at-risk students graduate from college	1	2	3	4	5
58. Involving parents	1	2	3	4	5
59. Supported by various partners	1	2	3	4	5
60. Visible in the community	1	2	3	4	5
61. Assisting students to plan for college	1	2	3	4	5
62. Building student pride and self images	1	2	3	4	5

Demographics

Indicate your position for the current school year: Administrator ____ Teacher ____
Other (Please specify) ____

Have you participated in MCUP-sponsored staff development or training?
Yes ____ No ____

Are you a member of the school's site-based management or school improvement team?
Yes ____ No ____

Are you aware of strategic plans developed for your school?
Yes ____ No ____

Are you knowledgeable of student involvement in MCUP activities this year?
Yes ____ No ____

How many years of experience do you have as an employee in this school?
____ One year or less ____ 6-10 years ____ More than 15 years
____ 1-5 years ____ 11-15 years

What is your age?
____ 29 years of less ____ 40-49
____ 30-39 ____ 50 or older

What is your gender?
____ Male ____ Female

What is your race?
____ African-American ____ European-American ____ Other

I.

Do you perceive that MCUP's organization, programs, or activities have faced the following issues during the current academic year?

1. Organizational obstacles Yes___ No___ No knowledge___
2. Political problems Yes___ No___ No knowledge___
3. Hidden agendas Yes___ No___ No knowledge___
4. Questions of ownership (responsibility) Yes___ No___ No knowledge___
5. Insufficient resources Yes___ No___ No knowledge___
6. Comfort level with evaluation Yes___ No___ No knowledge___
7. Confusion about mission/goals Yes___ No___ No knowledge___
8. Decision-making processes Yes___ No___ No knowledge___
9. Defining systemic change Yes___ No___ No knowledge___
10. Communication among partners Yes___ No___ No knowledge___
11. Commitment of time Yes___ No___ No knowledge___
12. Negative attitudes Yes___ No___ No knowledge___
13. Inadequate/ineffective leadership Yes___ No___ No knowledge___
14. Budget development Yes___ No___ No knowledge___
15. Allocation of funds Yes___ No___ No knowledge___
16. Overall partnership management Yes___ No___ No knowledge___
17. Project coordination/implementation Yes___ No___ No knowledge___
18. Mobilizing community resources Yes___ No___ No knowledge___
19. Obtaining partner commitments Yes___ No___ No knowledge___
20. Achieving visibility Yes___ No___ No knowledge___

II.

To what extent do you believe issues in the following areas have been resolved by MCUP during the current academic year? (If they did not exist, do not mark.)

	Not At All		Somewhat		Very Much
21. Organizational obstacles	1	2	3	4	5
22. Political problems	1	2	3	4	5
23. Hidden agendas	1	2	3	4	5
24. Questions of ownership (responsibility)	1	2	3	4	5
25. Insufficient resources	1	2	3	4	5
26. Comfort level with evaluation	1	2	3	4	5
27. Confusion about mission/goals	1	2	3	4	5
28. Decision-making processes	1	2	3	4	5
29. Defining systemic change	1	2	3	4	5
30. Communication among partners	1	2	3	4	5
31. Commitment of time	1	2	3	4	5
32. Negative attitudes	1	2	3	4	5
33. Inadequate/ineffective leadership	1	2	3	4	5
34. Budget development	1	2	3	4	5
35. Allocation of funds	1	2	3	4	5
36. Overall partnership management	1	2	3	4	5
37. Project coordination/implementation	1	2	3	4	5
38. Mobilizing community resources	1	2	3	4	5
39. Obtaining community support	1	2	3	4	5
40. Achieving visibility	1	2	3	4	5

- What do you think is the most positive feature of the partnership at this point in time? Why?

- What partnership activity would you revise or eliminate? Why?

- Please provide any additional comments that you may have regarding MCUP in the space below.

Thank you for responding to this questionnaire.

The University
of
Memphis

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Opportunity/Affirmative Action University.
It is committed to education of a non-racially
identifiable student body.

Memphis Center for
Urban Partnerships
Evaluation Questionnaire
Form B

Directions

As part of the annual evaluation of MCUP's organization, mission, programs, and activities, we request that you respond to the following items. Your perceptions, attitudes, and opinions will be used in assessing the effectiveness of MCUP this year and in planning for the future.

Your responses will remain anonymous. Demographic information requested will be used only for summarizing patterns of different respondent groups.

Please respond to each question in Sections I-IV by marking your choice with a pen or pencil. Use the space provided to write your responses to the questions posed at the end of the questionnaire.

Note: This is a pilot questionnaire being field tested during the first year of MCUP programs. The intent of the questionnaire is to obtain comprehensive information about many characteristics and activities of the partnership. You may not be in a position to respond to some of the items. Please leave an item blank if you have no knowledge or no opinion.

Thoughts you might have relative to revising this questionnaire for future use would be appreciated. Please make notes on this booklet.

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IV.

How would you rate current roles and responsibilities within the partnership?

	Not At All		Somewhat		Very Much
63. Defined	1	2	3	4	5
64. Realistic	1	2	3	4	5
65. Understood by the partners	1	2	3	4	5
66. Determined through consensus	1	2	3	4	5
67. Evaluated	1	2	3	4	5
68. Coordinated	1	2	3	4	5
69. Productive	1	2	3	4	5

- What partnership activity do you feel has been most beneficial this year? Why?

- What activity and/or service would you suggest that the partnership provide in the future?

III.

At this point in time, to what extent do you feel MCUP is:

	Not At All	Somewhat			Very Much
41. Durable	1	2	3	4	5
42. Valued	1	2	3	4	5
43. Accomplishing its mission/goals	1	2	3	4	5
44. Addressing important problems	1	2	3	4	5
45. Implementing viable decision-making	1	2	3	4	5
46. Conducting a viable evaluation	1	2	3	4	5
47. Collecting appropriate data	1	2	3	4	5
48. Using data to inform decisions	1	2	3	4	5
49. Impacting educational policies and practices	1	2	3	4	5
50. Affecting teaching	1	2	3	4	5
51. Affecting student educational aspirations	1	2	3	4	5
52. Encouraging systemic change	1	2	3	4	5
53. Involving community agencies	1	2	3	4	5
54. Involving the corporate community	1	2	3	4	5
55. Transforming institutions	1	2	3	4	5
56. Helping at-risk students stay in school	1	2	3	4	5
57. Helping at-risk students graduate from college	1	2	3	4	5
58. Involving parents	1	2	3	4	5
59. Supported by various partners	1	2	3	4	5
60. Visible in the community	1	2	3	4	5
61. Assisting students to plan for college	1	2	3	4	5
62. Building student pride and self images	1	2	3	4	5

Demographics

Indicate your position relative to the Memphis Center for Urban Partnerships (MCUP).

Memphis City Schools ____
Parent ____
Community Agency ____
Business Sector ____
MCUP Board ____
College/University ____
MCUP Evaluation Team ____
Other (please specify) ______________________

I.

Do you perceive that MCUP's organization, programs, or activities have faced the following issues during the current academic year?

1. Organizational obstacles Yes___ No___ No knowledge___
2. Political problems Yes___ No___ No knowledge___
3. Hidden agendas Yes___ No___ No knowledge___
4. Questions of ownership (responsibility) Yes___ No___ No knowledge___
5. Insufficient resources Yes___ No___ No knowledge___
6. Comfort level with evaluation Yes___ No___ No knowledge___
7. Confusion about mission/goals Yes___ No___ No knowledge___
8. Decision-making processes Yes___ No___ No knowledge___
9. Defining systemic change Yes___ No___ No knowledge___
10. Communication among partners Yes___ No___ No knowledge___
11. Commitment of time Yes___ No___ No knowledge___
12. Negative attitudes Yes___ No___ No knowledge___
13. Inadequate/ineffective leadership Yes___ No___ No knowledge___
14. Budget development Yes___ No___ No knowledge___
15. Allocation of funds Yes___ No___ No knowledge___
16. Overall partnership management Yes___ No___ No knowledge___
17. Project coordination/implementation Yes___ No___ No knowledge___
18. Mobilizing community resources Yes___ No___ No knowledge___
19. Obtaining partner commitments Yes___ No___ No knowledge___
20. Achieving visibility Yes___ No___ No knowledge___

II.

To what extent do you believe issues in the following areas have been resolved by MCUP during the current academic year? (If they did not exist, do not mark.)

	Not At All		Somewhat		Very Much
21. Organizational obstacles	1	2	3	4	5
22. Political problems	1	2	3	4	5
23. Hidden agendas	1	2	3	4	5
24. Questions of ownership (responsibility)	1	2	3	4	5
25. Insufficient resources	1	2	3	4	5
26. Comfort level with evaluation	1	2	3	4	5
27. Confusion about mission/goals	1	2	3	4	5
28. Decision-making processes	1	2	3	4	5
29. Defining systemic change	1	2	3	4	5
30. Communication among partners	1	2	3	4	5
31. Commitment of time	1	2	3	4	5
32. Negative attitudes	1	2	3	4	5
33. Inadequate/ineffective leadership	1	2	3	4	5
34. Budget development	1	2	3	4	5
35. Allocation of funds	1	2	3	4	5
36 Overall partnership management	1	2	3	4	5
37. Project coordination/implementation	1	2	3	4	5
38. Mobilizing community resources	1	2	3	4	5
39. Obtaining community support	1	2	3	4	5
40. Achieving visibility	1	2	3	4	5

Evaluation of Strategic Planning Training, Spring 1994
Memphis Center for Urban Partnerships (MCUP) - Memphis City Schools (MCS)

Indicate your responses by circling or marking through the correct number.
(If you do not have an opinion regarding an item, do not mark a number)

A. RATE THE FOLLOWING ASPECTS OF THE TRAINING:

	Poor		Good		Excellent
1. New information provided	1	2	3	4	5
2. Practical application of information provided	1	2	3	4	5
3. Relevance of information to school needs/concern	1	2	3	4	5
4. Activities utilized in the training	1	2	3	4	5
5. Quality of the materials provided	1	2	3	4	5
6. Organization of the training schedule	1	2	3	4	5
7. Response of participants to the training	1	2	3	4	5
8. Overall rating of the training	1	2	3	4	5

B. INDICATE YOUR CURRENT LEVEL OF UNDERSTANDING RELATING TO:

	Poor		Good		Excellent
9. Elements of the Strategic Planning Model	1	2	3	4	5
10. Relevance of the model to school improvements	1	2	3	4	5
11. Timeline for implementing the model	1	2	3	4	5
12. Role of the school leadership team in implementing the model	1	2	3	4	5
13. Memphis City Schools School Improvement Planning Process	1	2	3	4	5
14. Use of the model with administrators, faculty, parents, students and others in planning school improvements	1	2	3	4	5
15. Team building strategies	1	2	3	4	5
16. Use of data in planning school improvements	1	2	3	4	5
17. Commitment of your school to educational improvement	1	2	3	4	5
18. Overall assessment of the Planning Model, its use, and potential	1	2	3	4	5

Please turn sheet over and complete Side 2

C. DEMOGRAPHICS:

19. Indicate your position for the current school year.

a. If in a school site: Administrator______ Teacher______

Other (Please identify____________

b. If not in a school site, which do you represent?

Memphis City Schools _____ Parent Group ______

Community ______ College/University ______

MCUP Board _____ MCUP Evaluation Team_____

Other (Please identify) ____________________

D. OPINIONS/SUGGESTIONS:

20. Topics/activities I would suggest for future training sessions are:

21. The most valuable aspects of the training for me was:

22. The single change I would make in the training is:

23. Additional comments:

Thank you for completing this evaluation.

E. Dean Butler, Director of Research
Center for Research in Educational Policy
The University of Memphis

APPENDIX OF TABLES AND FIGURES

Table 1

Percent of Respondents' Perceptions of Issues faced by MCUP, 1993-94

	School Personnel[a]			School Partner[b]		
Issue	Y[c]	N[c]	NK[c]	Y	N	NK
1. Organizational obstacles	35[d]	18[d]	46[d]	43	21	25
2. Political problems	16	15	68	25	29	36
3. Hidden agendas	15	12	69	36	29	25
4. Questions of ownership (responsibility)	29	23	41	39	29	21
5. Insufficient resources	29	21	44	50	11	25
6. Comfort level with evaluation	40	18	38	32	25	29
7. Confusion about mission/goals	34	31	29	46	25	18
8. Decision-making processes	44	22	29	46	18	25
9. Defining systemic change	37	22	32	39	32	14
10. Communication among partners	43	27	25	54	21	14
11. Commitment of time	50	19	27	64	14	11
12. Negative attitudes	31	37	28	39	29	14
13. Inadequate/ineffective leadership	32	40	34	36	36	14
14. Budget development	29	13	54	32	29	25
15. Allocation of funds	29	15	52	39	18	29
16. Overall partnership management	32	22	38	39	21	25
17. Project coordination/implementation	41	24	29	54	18	14
18. Mobilizing community resources	40	27	29	50	18	18
19. Obtaining partner commitments	40	21	35	43	21	21
20. Achieving visibility	46	27	22	43	29	14

[a] 68 individuals returned the instrument. [b] 28 individuals returned the instrument. [c] Y = Yes, N = No, NK = no knowledge. [d] Percentages do not add to 100 %, since one or more persons did not respond to individual items on the instrument.

Table 2

Percent of Respondents Indicating That Issues Faced by MCUP Were Resolved, 1993-94

	School Personnel[a]	School Partner[b]
Issue	% Agree[c]	% Agree
21. Organizational obstacles	28	18
22. Political problems	7	11
23. Hidden agendas	7	11
24. Questions of ownership (responsibility)	25	18
25. Insufficient resources	16	11
26. Comfort level with evaluation	28	25
27. Confusion about missions/goals	37	25
28. Decision-making processes	38	14
29. Defining systemic change	32	21
30. Communications among partners	48	25
31. Commitment of time	44	14
32. Negative attitudes	29	7
33. Inadequate/ineffective leadership	22	11
34. Budget development	18	7
35. Allocation of funds	21	18
36. Overall partnership management	41	18
37. Project coordination/implementation	44	36
38. Mobilizing community resources	35	21
39. Obtaining community support	35	21
40. Achieving visibility	44	32

[a] 68 individuals returned the instrument. [b] 28 individuals returned the instrument. [c] % Agree = sum of responses selecting either "4" or "5".

Table 3

Percent of Respondents Indicating Agreement Regarding MCUP Characteristics, 1993-94

	School Personnel[a]	School Partner[b]
Characteristic	% Agree[c]	% Agree
41. Durable	59	57
42. Valued	69	64
43. Accomplishing it mission/goals	60	54
44. Addressing important problems	74	68
45. Implementing viable decision-making	59	46
46. Conducting a viable evaluation	65	57
47. Collecting appropriate data	62	54
48. Using data to inform decisions	63	36
49. Impacting educational policies & practices	57	29
50. Affecting teaching	49	21
51. Affecting student educational aspirations	54	54
52. Encouraging systemic change	59	39
53. Involving community agencies	56	64
54. Involving the corporate community	65	50
55. Transforming institutions	34	25
56. Helping at-risk students stay in school	44	54
57. Helping at-risk students graduate from college	34	36
58. Involving parents	40	21
59. Supported by various partners	54	39
60. Visible in the community	43	50
61. Assisting students to plan for college	41	43
62. Building student pride and self images	59	54

[a] 68 individuals returned the instrument. [b] 28 individuals returned the instrument. [c] % Agree = sum of responses selecting either "4" or "5".

Table 4

Percent of Respondents' Ratings of MCUP's Roles and Responsibilities, 1993-94

	School Personnel[a]	School Partner[b]
Rating	% Agree[c]	% Agree
63. Defined	56	36
64. Realistic	53	43
65. Understood by the partners	50	25
66. Determined through consensus	46	36
67. Evaluated	50	36
68. Coordinated	49	29
69. Productive	52	43

[a] 68 individuals returned the instrument. [b] 28 individuals returned the instrument. [c] % Agree = sum of responses selecting either "4" or "5".

Table 5

School Personnel's Ratings of School-Based Programs, 1993-94

	School Personnel[a]
Rating	%[b]
70. Clearer school vision or mission	72
71. Priorities identified	72
72. Focus on school improvement	82
73. Critical issues addressed	68
74. Initiation of change	62
75. Curriculum review and revision	32
76. Emphasis on school learning	63
77. Increased teacher professionalism	43
78. Enhanced collegiality of school staff	38
79. Use of teacher and student leaders	57
80. New networks, collaborations, leadership teams	59
81. Changes in school decision-making	46
82. Increased expectations for teaching excellence	56
83. Increased expectations for students	60
84. Regular data collection/reporting	59
85. Use of data in planning	65
86. Realistic short- and long-range planning	63
87. Attention of school board and staff	38
88. Increased parent/community involvement	35
89. Use of corporate/community resources	52
90. Expanded use of mentors for students	57
91. Improved school image	53
92. Higher academic performance of students	40
93. Lower student absenteeism/dropouts	25
94. Enhanced student self-esteem	50

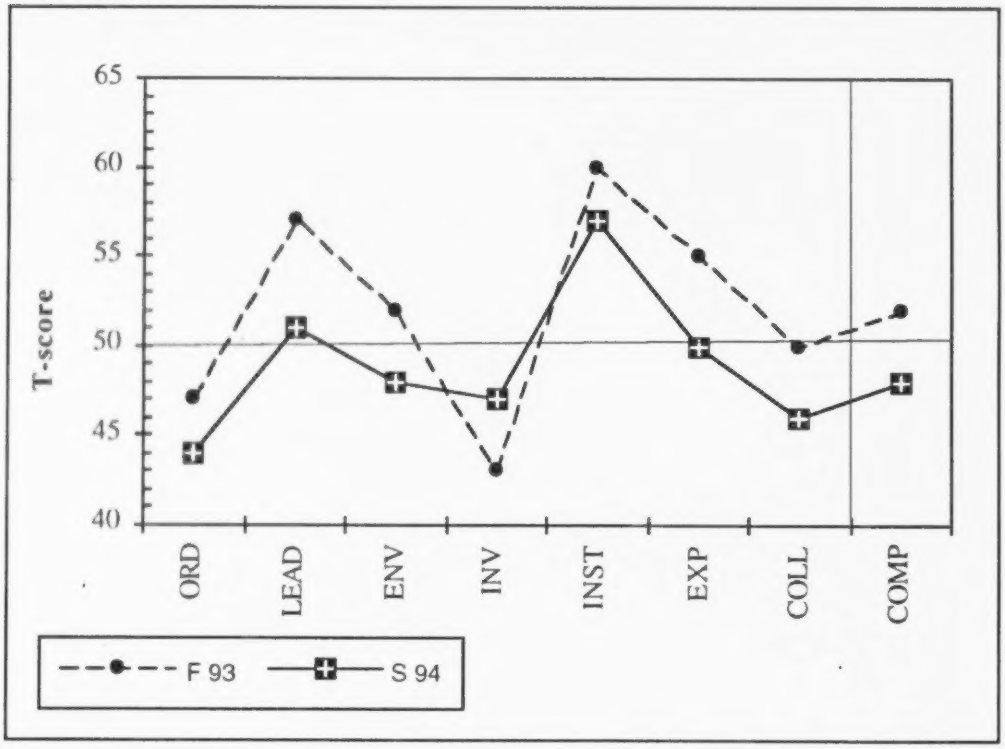
[a] 68 individuals returned the instrument. [b] % = sum of responses selecting "4" or "5".

Table 6

School Climate Raw Scores and T-Scores for Two Elementary Schools (1993-1994)

	Fall 1993 (*n* = 55)		Spring 1994 (*n* = 43)	
Dimension	Raw	T	Raw	T
Order	24.8	47	24.0	44
Leadership	30.2	57	28.4	51
Environment	28.0	52	26.8	48
Involvement	24.0	43	24.4	47
Instruction	29.3	60	28.7	57
Expectations	28.7	55	27.2	50
Collaboration	25.6	50	24.5	46
Composite	27.2	52	26.3	48

Note. T-scores (mean = 50, standard deviation = 10) are based on normative data obtained from Tennessee public schools. High values for both raw scores and T-scores indicate positive attitudes and perceptions.



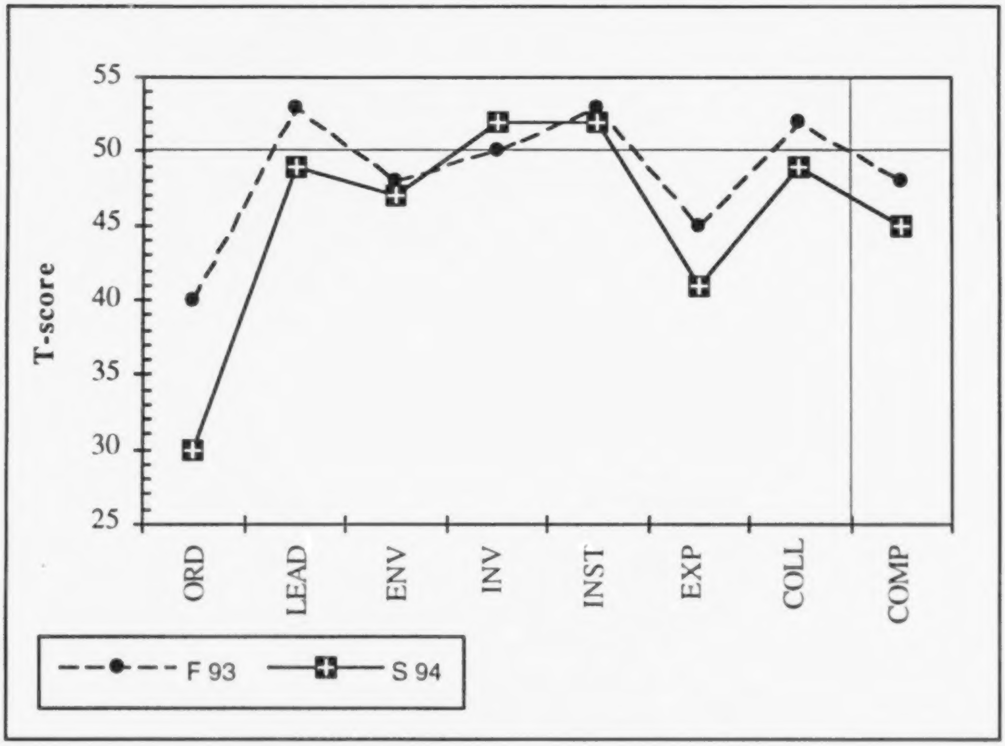
School Climate T-Scores for two elementary schools

Table 7.

School Climate Raw Scores and T-Scores for Two Secondary Schools

	Fall 1993 (*n* = 87)		Spring 1994 (*n* = 85)	
Dimension	Raw	T	Raw	T
Order	19.4	40	16.7	30
Leadership	26.4	53	25.3	49
Environment	23.3	48	23.0	47
Involvement	22.6	50	23.3	52
Instruction	26.4	53	26.0	52
Expectations	23.4	45	22.6	41
Collaboration	23.6	52	22.9	49
Composite	23.6	48	22.8	45

Note. T-scores (mean = 50, standard deviation = 10) are based on normative data obtained from Tennessee public schools. High values for both raw scores and T-scores indicate positive attitudes and perceptions.



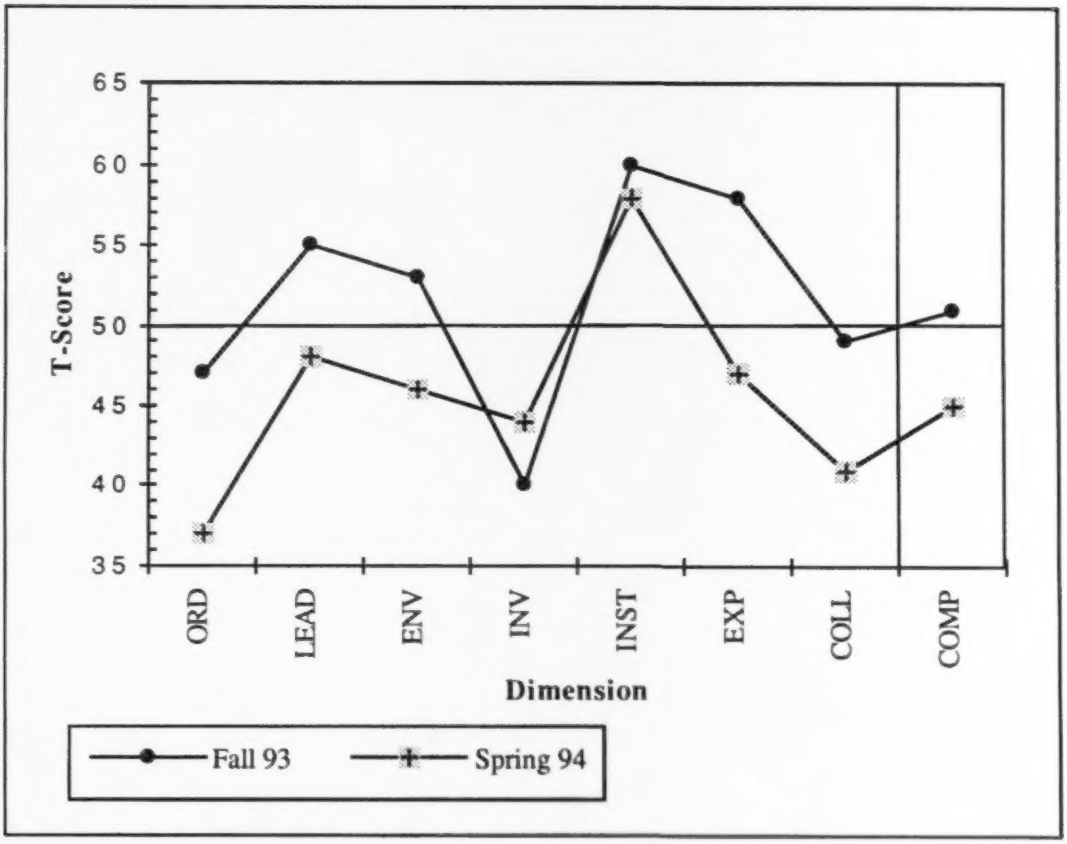
School Climate T-Scores for two secondary schools

Table 8.

Longitudinal Profile of School Climate Means, Elementary School #1

Dimension	Raw Scores Fall 93	Spring 94	Diff	T-Scores Fall 93	Spring 94	Diff
Order	24.9	21.5	-3.4	47	37	-10
Leadership	29.5	27.4	-2.1	55	48	-07
Environment	28.3	26.0	-2.3	53	46	-07
Involvement	23.2	24.0	+0.8	40	44	+04
Instruction	29.2	28.8	-0.4	60	58	-02
Expectations	29.3	26.5	-2.8	58	47	-11
Collaboration	25.2	23.2	-2.0	49	41	-08
Composite	*27.1*	*25.3*	*-1.8*	*51*	*45*	*-06*

Fall '93 *n* = 30. Spring 94 *n* = 23. For raw scores, minimum = 7, maximum = 35. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate positive conditions.



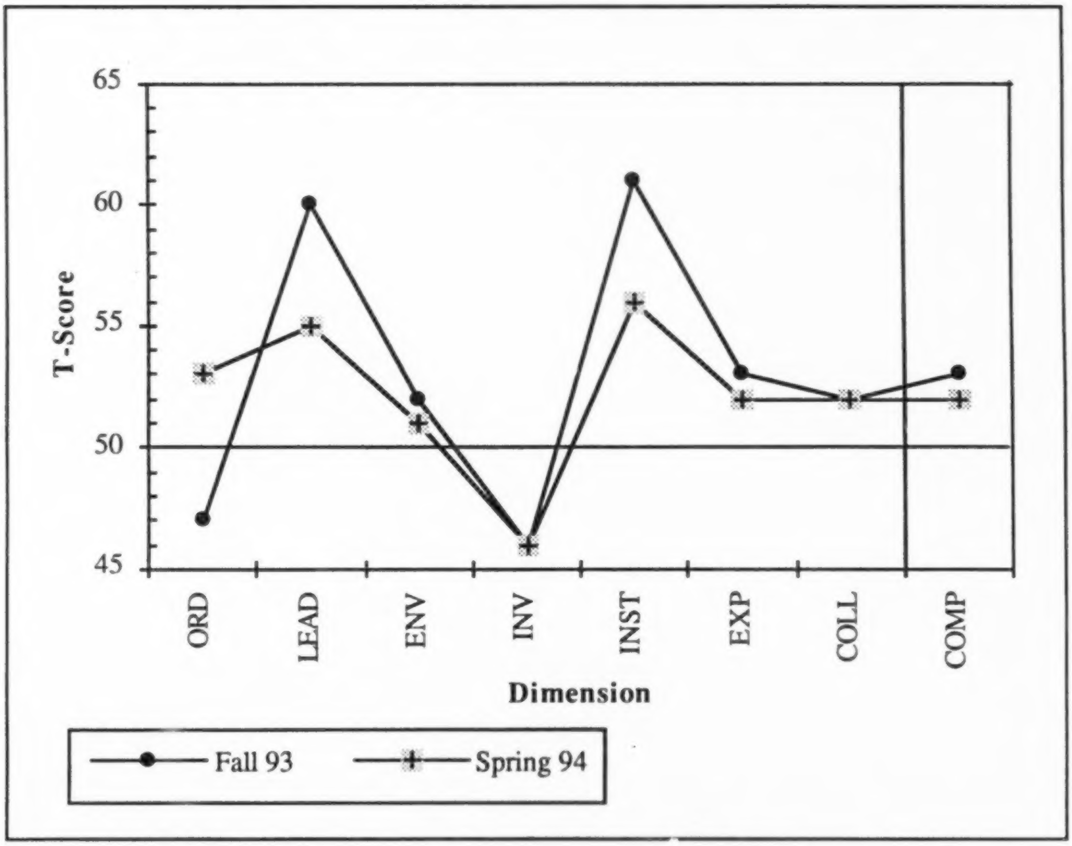
Longitudinal Profile of School Climate T-Scores, Elementary School #1

Table 9.

Longitudinal Profile of School Climate Means, Elementary School # 2

	Raw Scores			T-Scores		
Dimension	Fall 93	Spring 94	Diff	Fall 93	Spring 94	Diff
Order	24.6	26.8	+2.2	47	53	+06
Leadership	31.0	29.5	-1.5	60	55	-05
Environment	27.7	27.6	-0.1	52	51	-01
Involvement	24.8	24.9	+0.1	46	46	+00
Instruction	29.4	28.5	-0.9	61	56	-05
Expectations	27.9	28.0	+0.1	53	52	-01
Collaboration	26.1	26.1	+0.0	52	52	+00
Composite	27.4	27.3	-0.1	53	52	-01

Fall '93 *n* = 25. Spring 94 *n* = 20. For raw scores, minimum = 7, maximum = 35. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate positive conditions.



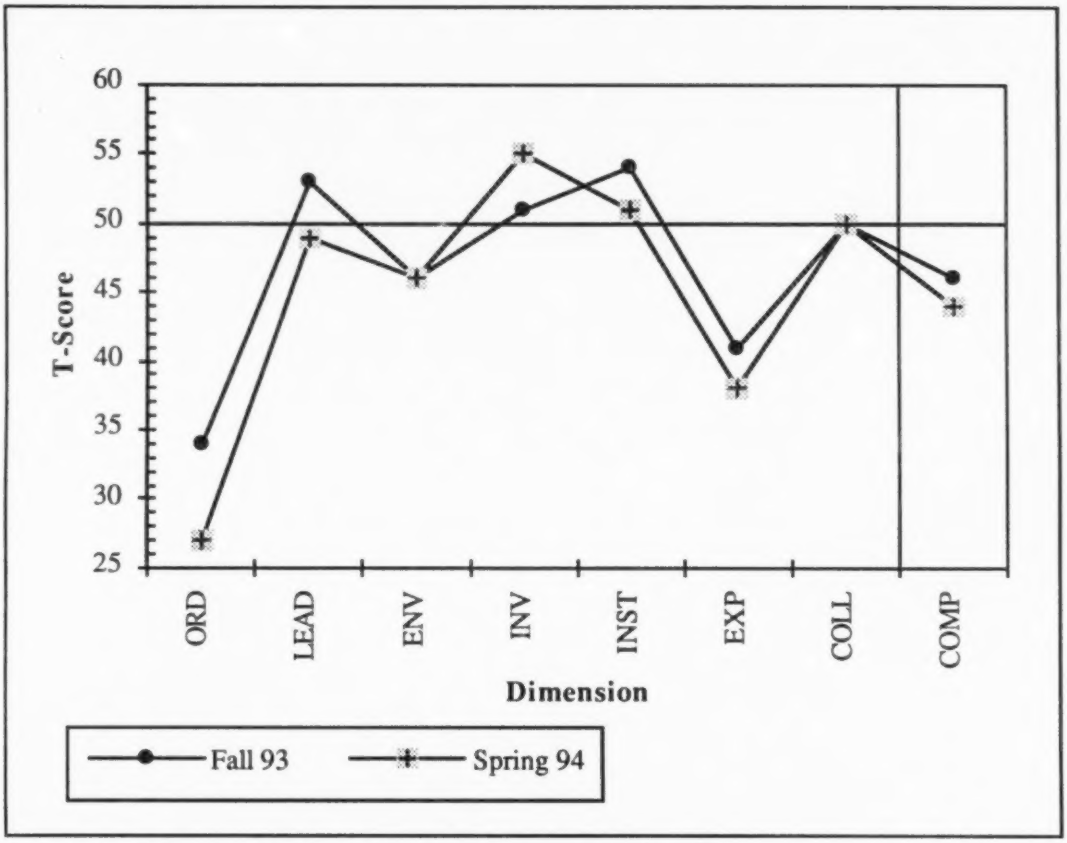
Longitudinal Profile of School Climate T-Scores, Elementary School #2

Table 10.

Longitudinal Profile of School Climate Means, Secondary School #1

	Raw Scores			T-Scores		
Dimension	Fall 93	Spring 94	Diff	Fall 93	Spring 94	Diff
Order	17.6	15.8	-1.8	34	27	-07
Leadership	26.4	25.1	-1.3	53	49	-04
Environment	22.8	22.9	+0.1	46	46	+00
Involvement	22.8	24.1	+1.3	51	55	+04
Instruction	26.6	25.9	-0.7	54	51	-03
Expectations	22.5	21.9	-0.6	41	38	-03
Collaboration	23.3	23.3	0.0	50	50	00
Composite	23.2	22.7	*-0.5*	46	44	*-02*

Fall '93 *n* = 58. Spring 94 *n* = 58. For raw scores, minimum = 7, maximum = 35. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate positive conditions.



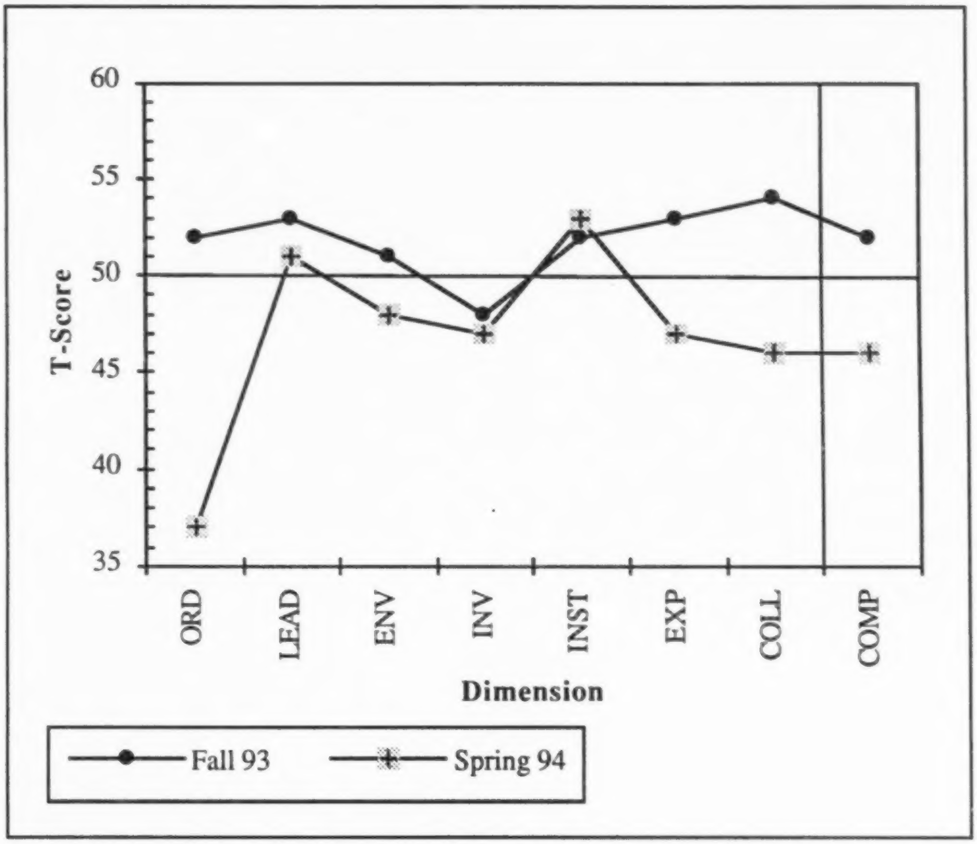
Longitudinal Profile of School Climate T-Scores, Secondary School #1

Table 11.

Longitudinal Profile of School Climate Means, Secondary School #2

	Raw Scores			T-Scores		
Dimension	Fall 93	Spring 94	Diff	Fall 93	Spring 94	Diff
Order	23.0	18.7	-4.3	52	37	-15
Leadership	26.2	25.8	-0.4	53	51	-02
Environment	24.1	23.4	-0.7	51	48	-03
Involvement	22.1	21.6	-0.5	48	47	-01
Instruction	26.0	26.3	0.3	52	53	+01
Expectations	25.3	24.1	-1.2	53	47	-06
Collaboration	24.0	22.2	-1.8	54	46	-08
Composite	24.4	23.1	-1.3	52	46	-06

Fall '93 *n* = 29. Spring '94 *n* = 27. For raw scores, minimum = 7, maximum = 35. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate positive conditions.



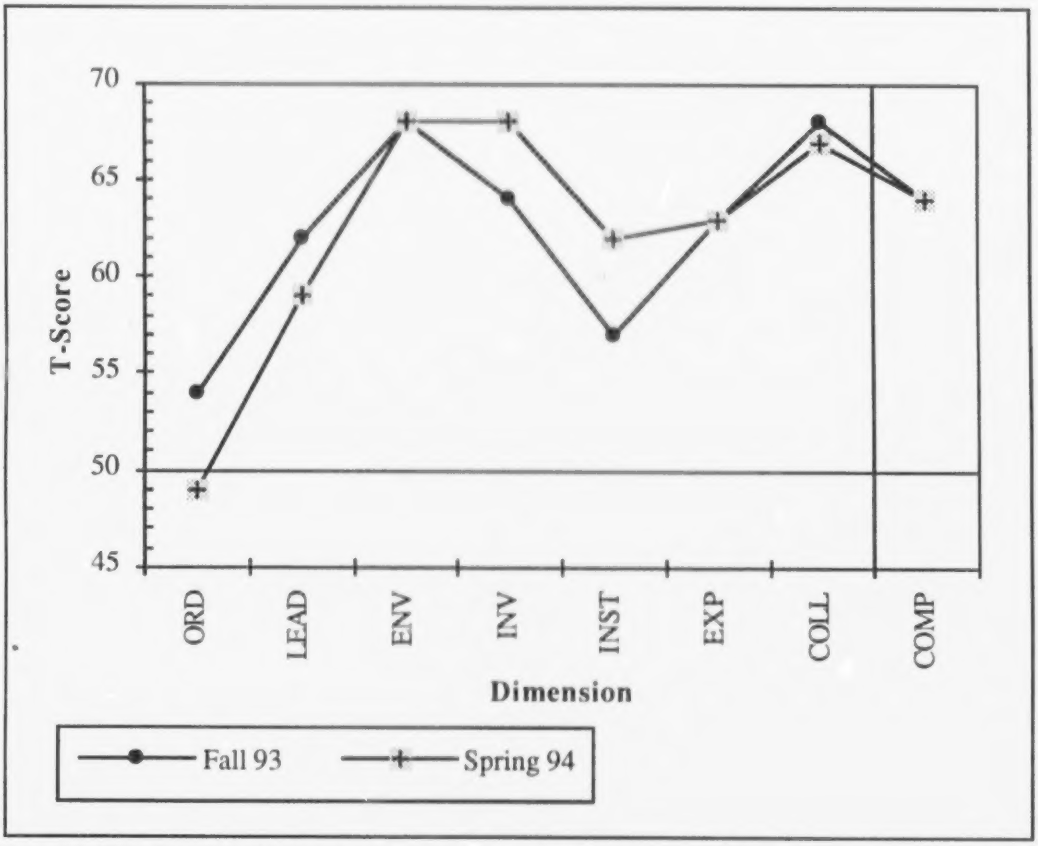
Longitudinal Profile of School Climate T-Scores, Secondary School #2

Table 12.

Longitudinal Profile of School Climate Means, Secondary School #3

Dimension	Raw Scores Fall 93	Spring 94	Diff	T-Scores Fall 93	Spring 94	Diff
Order	23.6	22.2	-1.4	54	49	-05
Leadership	29.0	28.2	-0.8	62	59	-03
Environment	29.0	29.1	+0.1	68	68	+00
Involvement	26.8	28.0	+1.2	64	68	+04
Instruction	27.0	28.0	+1.0	57	62	+05
Expectations	27.8	28.2	+0.4	63	63	+00
Collaboration	27.3	27.1	-0.2	68	67	-01
Composite	*27.2*	*27.2*	*+0.0*	*64*	*64*	*+00*

Fall '93 *n* = 22. Spring 94 *n* = 14. For raw scores, minimum = 7, maximum = 35. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate positive conditions.



Longitudinal Profile of School Climate T-Scores, Secondary School #3

Table 13.

Summary of Item Percents for the Evaluation of MCUP Strategic Planning Training by School Level, Spring, 1994

		TOTALS		SCHOOL 1		SCHOOL 2		SCHOOL 3		SCHOOL 4		SCHOOL 5	
A.	Aspects of the Training:	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
1	New information provided	67	4.7	67	4.7	75	4.8	85	4.9	67	4.7	46	4.4
2	Practical application of information provided	63	4.6	85	4.9	75	4.8	77	4.7	67	4.7	15	4.1
3	Revelance of information to school needs/concerns	80	4.7	85	4.9	75	4.8	92	4.9	89	4.9	62	4.2
4	Activities utilized in the training	63	4.5	92	4.9	63	4.5	85	4.9	56	4.4	15	3.8
5	Quality of the materials provided	64	4.6	85	4.9	75	4.6	77	4.6	56	4.6	31	4.2
6	Organization of the training schedule	59	4.5	85	4.9	63	4.6	62	4.5	89	4.9	8	3.8
7	Response of participants to the training	71	4.6	92	4.9	50	4.5	85	4.7	78	4.8	46	4.2
8	Overall rating of the training	73	4.6	85	4.9	71	4.7	85	4.6	78	4.8	46	4.2
B.	Current level of understanding related to:	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
9	Elements of the Strategic Planning Model	54	4.3	67	4.5	65	4.5	54	4.5	33	4.1	50	4.1
10	Revelance of the model to school improvements	53	4.3	50	4.2	75	4.8	62	4.4	44	4.2	39	4.1
11	Timeline for implementing the model	36	4.0	58	4.3	38	4.0	46	4.1	33	4.0	8	3.6
12	Role of the school leadership team in implementing the model	52	4.3	54	4.3	75	4.8	62	4.5	33	4.2	39	4.0
13	Memphis City School's School Improvement Planning Process	30	3.9	36	3.6	38	4.3	46	4.3	33	4.1	54	3.5
14	Use of the model with administrators, faculty, parents, students and others in planning school improvements	55	4.3	67	4.5	63	4.6	77	4.6	33	4.1	31	3.7
15	Team building strategies	51	4.3	69	4.6	86	4.9	62	4.5	44	4.3	8	3.5
16	Use of data in planning school improvements	50	4.3	50	4.3	50	4.5	67	4.6	56	4.2	31	3.8
17	Commitment of your school to educational improvement	62	4.5	69	4.6	63	4.5	62	4.5	78	4.8	42	4.3
18	Overall assesment of the Planning Model, its use, and potential	56	4.4	82	4.7	75	4.8	46	4.4	44	4.3	39	3.9

Note Percent is the proportion of respondents indicating "excellent" (5) for a given item. "Mean" is based on a five-point scale (1="Poor"; 5="excellent"); N=56.

Table 14a

School and Me Scale Means by School Level and Date

	Elementary		Middle		Senior		Other Secondary	
	F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
Class Learning Conditions	4.13	4.00	3.85	3.86	3.95	3.74	3.99	4.00
Class Satisfaction	3.79	3.57	3.66	3.71	3.62	3.36	3.74	3.70
Class Constraints	2.88	2.87	3.24	3.30	3.37	3.33	3.34	3.50
Student Involvement	2.92	2.84	2.91	3.03	3.04	2.99	3.30	3.48

Note. Scale means rescaled to reflect a 5-point scale, with 5 being the highest and 1 being the lowest. Class Constraints reverse-scaled so that higher values reflect relatively positive perceptions (i.e., a higher mean indicates that students perceived fewer constraints). Fall 1993: Elementary $n = 279$. Middle $n = 152$. Senior $n = 176$. Other Secondary $n = 241$. Spring 1994: Elementary $n = 265$. Middle $n = 161$. Senior $n = 150$. Other Secondary $n = 201$.

Table 14b

My Class and Me Scale Means by School Level and Date

	Elementary		Middle		Senior		Other Secondary	
	F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
School Attitudes	3.91	3.89	3.70	3.76	3.77	3.66	3.64	3.68
Student Effort	4.00	3.89	3.72	3.67	3.64	3.66	3.61	3.54
Student Ability	3.59	3.59	3.63	3.73	3.60	3.64	3.63	3.68

Note. Scale means rescaled to reflect a 5-point scale, with 5 being the highest and 1 being the lowest. Fall 1993: Elementary *n* = 279. Middle *n* = 152. Senior *n* = 176. Other Secondary *n* = 241. Spring 1994: Elementary *n* = 265. Middle *n* = 161. Senior *n* = 150. Other Secondary *n* = 201.

Table 15a.

School and Me Item Percents by Scale, School Level and Date

		Elementary		Middle		Senior		Other Secondary	
Scale / Items		F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
Class Learning Conditions									
24	Everyone has a chance to do well in this class. (+)	85	82	77	76	84	64	78	80
26	Tests and quizzes are based on materials discussed in class. (+)	79	75	76	81	84	79	71	76
32	Grades for student work in this class are fair. (+)	65	62	67	63	63	55	59	66
33	Books and materials students need are available . (+)	70	59	39	43	53	53	73	74
35	Enough time is taken ...to explain things to students. (+)	70	62	56	57	63	50	62	70
38	Students are learning things...which will be useful to them. (+)	75	71	70	68	64	56	71	67
Class Satisfaction									
22	Students know the purpose of the work in this class. (+)	54	52	60	59	58	47	70	63
23	Homework for the class helps students learn. (+)	80	69	64	59	59	45	61	58
25	Students learn a lot in this class. (+)	69	61	59	65	62	43	67	66
36	Activities in this class are well organized. (+)	63	53	59	56	57	46	62	63
41	The subject in this class is presented in interesting ways. (+)	54	42	44	53	49	35	54	55
42	This class really makes students think. (+)	52	40	49	60	50	41	55	55

(table continues)

Table 15a. (continued)

		Elementary		Middle		Senior		Other Secondary	
Scale / Items		F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
Class Constraints									
21	Some students feel left out or ignored in this class. (-)	35	31	22	21	21	23	24	24
29	Things are said to students...that make them feel bad. (-)	46	45	26	24	19	21	28	21
31	Certain students are the favorites in this class. (-)	50	54	37	40	32	29	37	27
34	The way some students behave keeps others from learning. (-)	63	60	50	43	43	38	38	29
37	Students in this class often feel like giving up. (-)	33	29	22	24	30	24	23	26
40	Students are treated differently because of...race,sex,etc. (-)	23	25	20	16	19	21	21	20
Student Involvement									
19	Student look forward to coming to this class. (+)	31	27	24	31	27	30	50	49
20	Students get to talk with each other about their classwork. (+)	47	35	32	39	42	42	55	60
27	Students cooperate with each other in this class. (+)	34	35	40	50	47	38	48	55
28	Students are trusted in this class. (+)	26	26	31	39	39	32	43	52
30	Students respect the rights and feelings of others in this class. (+)	29	30	33	36	26	31	36	44
39	Students help decide what will be studied in this class. (+)	23	18	21	16	25	16	32	38

Note. Percent equals the proportion of respondents indicating "Usually True" or "Always True" for a given item. Fall 1993: Elementary *n* = 279. Middle *n* = 152. Senior *n* = 176. Other Secondary *n* = 241. Spring 1994: Elementary *n* = 265. Middle *n* = 161. Senior *n* = 150. Other Secondary *n* = 201.

Table 15b.

My Class and Me Item Percents by Scale, School Level and Date

		Elementary		Middle		Senior		Other Secondary	
Scale / Items		F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
School Attitudes									
1	I like to go to school. (+)	43	37	35	45	41	40	43	38
3	I feel like I am part of things at school. (+)	50	51	36	41	39	40	40	40
8	I feel good about what I learn in school. (+)	71	68	64	64	66	54	60	61
13	I like to do well in school. (+)	89	84	83	85	86	75	79	77
17	School is preparing me for the future. (+)	84	82	83	79	83	74	73	73
18	I am generally satisfied with school. (+)	54	53	45	49	52	42	43	48
Student Effort									
2	I don't give up easily when doing schoolwork. (+)	73	59	55	58	61	54	52	54
5	I'm not trying as hard as I could to do well in school. (-)	29	33	36	39	46	32	39	42
6	If I don't understand something, I ask my teacher . . . (+)	81	77	73	74	77	65	71	68
7	I try to keep up with my class assignments. (+)	87	80	78	74	75	72	71	64
12	I make mistakes because I don't listen. (-)	27	21	26	27	25	17	24	22
15	I try to be careful with my schoolwork. (+)	85	81	77	70	73	68	67	66

(table continues)

Table 15b. (continued)

Scale / Items		Elementary		Middle		Senior		Other Secondary	
		F 93	S 94	F 93	S 94	F 93	S 94	F 93	S 94
Student Ability									
4	I can solve problems easily. (+)	36	32	44	47	45	40	45	57
9	I can express my ideas well. (+)	48	50	44	50	46	46	51	56
10	I can figure out most things for myself. (+)	63	65	61	62	63	60	64	59
11	I don't have what it takes to do well in school. (-)	20	20	15	11	13	11	20	21
14	No matter how hard I try, I can't make good grades. (-)	27	25	26	15	23	19	19	24
16	It's not hard for me to make good grades in school. (+)	57	50	49	55	47	54	55	60

Note. Percent equals the proportion of respondents indicating "Usually True" or "Always True" for a given item. Fall 1993: Elementary *n* = 279. Middle *n* = 152. Senior *n* = 176. Other Secondary *n* = 241. Spring 1994: Elementary *n* = 265. Middle *n* = 161. Senior *n* = 150. Other Secondary *n* = 201.

Table 16.

Percent of Student Ethnicity by School and Gender,1993-94

	Male		Female	
Site	Black	White	Black	White
Elem School 1 (N=611)	46	4	47	3
Elem School 2 (N=506)	38	20	26	16
Secondary 1 (N=1075)	42	8	43	7
Secondary 2 (N=429)	36	17	33	14

Table 17.

Percent of Student Attendance, Mobility, Economic Status & Overage for Grade, 1993-94

Site	Daily Ave Attendance	Mobility Rate	Free/Reduced Lunch	Overage for Grade
Elementary				
School 1	94	38	88	25
School 2	93	45	80	28
Secondary				
School 1	86	44	57	45
School 2	80	51	68	55

Table 18.

Percent of Promotion for Grades 5 and 8, 1993-94

Site	5	8
Elementary School 1	94	
Elementary School 2	91	
Secondary School 1		85
Secondary School 2		57

Table 19.

Percent of Dropouts for Grades 9-12, 1993-94

Site	9	10	11	12
School 1	17	16	18	10
School 2	18	16	30	14

Table 20.

Fifth Grade Achievement Test Results by School, System, State, and Year

	Reading				Language				Math				Total Battery			
	91	92	93	94	91	92	93	94	91	92	93	94	91	92	93	94
School 1	30	35	36	36	33	45	55	50	56	62	42	54	40	46	46	44
School 2	46	39	34	34	43	39	52	41	56	39	58	56	48	37	48	43
System	39	36	42	44	42	49	53	50	49	46	51	49	41	43	48	46
State	51	58	58	57	56	52	63	59	57	59	62	61	53	61	62	59

Note. Results are median percentile scores on selected sections of the Comprehensive Test of Basic Skills, 4th Edition, Survey. Median percentile score indicates how student performance compares with a national sample.

Table 21.

Eighth & Tenth Grade Achievement Test Results by School, System, State and Year

	Reading				Language				Math				Total Battery			
	91	92	93	94	91	92	93	94	91	92	93	94	91	92	93	94
Grade 8																
School 1	31	33	31	27	28	32	39	33	33	28	25	32	30	31	31	33
School 2	30	31	32	26	30	31	30	21	50	46	33	39	35	34	32	30
System	38	42	37	34	39	40	41	36	40	39	34	38	38	41	38	36
State	58	59	55	53	56	59	61	56	54	54	54	56	56	59	58	56
Grade 10																
School 1	27	29	28	27	36	37	32	33	27	36	26	27	31	32	28	28
School 2	30	22	32	23	44	32	37	30	39	35	46	31	36	28	36	29
System	36	33	39	36	43	45	44	42	40	43	39	40	39	39	41	39
State	54	52	55	54	56	58	60	59	55	58	53	55	56	56	56	56

Note. Results are median percentile scores on selected sections of the Comprehensive Test of Basic Skills, 4the Edition,Survey. A median percentile score indicates how studen performance compares with a national sample.

Table 22.

Percent of Students Passing State Proficiency Tests by Grade, School, & System.

	Grade	9			10			11			12		
	Year	92	93	94	92	93	94	92	93	94	92	93	94
School 1		46	32	34	66	51	55	84	74	72	94	88	81
School 1		53	48	37	71	66	68	95	75	67	89	89	82
System		60	58	54	77	74	72	87	84	83	93	92	89

Note. Percents reflect the proportion of students achieving a passing score of 70% on mandated tests in mathematics and language.

Table 23.

American College Test (ACT) Results by School, System, State, Nation, and Year.

	91	92	93	94
School 1	17.2	16.3	15.4	16.4
School 2	17.3	16.8	17	15.6
System	17.9	17.8	18.1	17.8
State	20.1	20.2	20.2	20.2
National	20.6	20.6	20.7	20.8

Note. Results shown are composite scores.

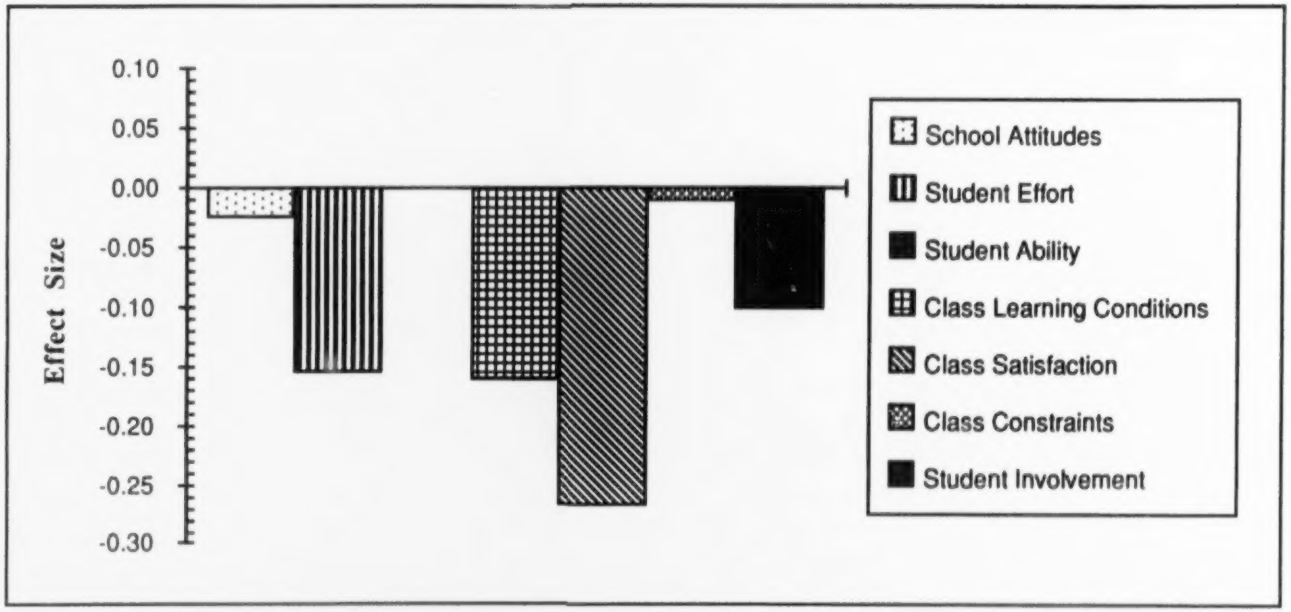


Figure 1. Elementary School Effect Sizes: Change from Fall 1993 to Spring 1994 by Scale.

Based on Data from Table 14. Effect size is equal to the difference between the Spring and Fall means divided by the Fall standard deviation. Effect sizes above .25 in absolute value are considered noteworthy.

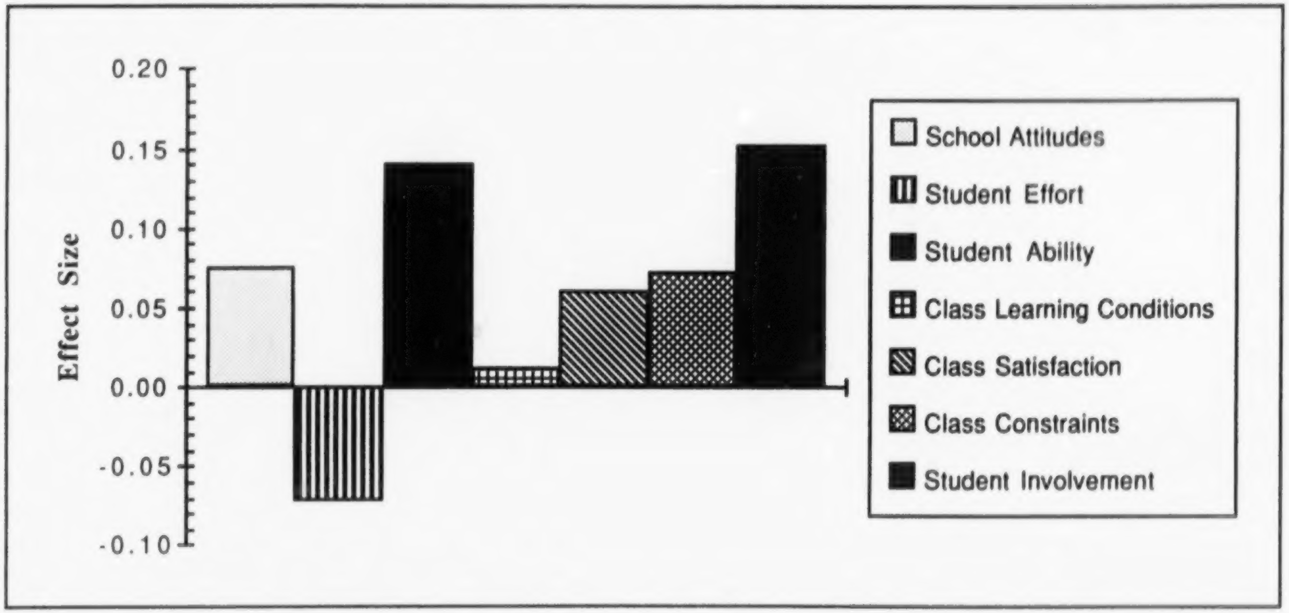


Figure 2. Middle School Effect Sizes: Change from Fall 1993 to Spring 1994 by Scale.

Based on Data from Table 14. Effect size is equal to the difference between the Spring and Fall means divided by the Fall standard deviation. Effect sizes above .25 in absolute value are considered noteworthy.

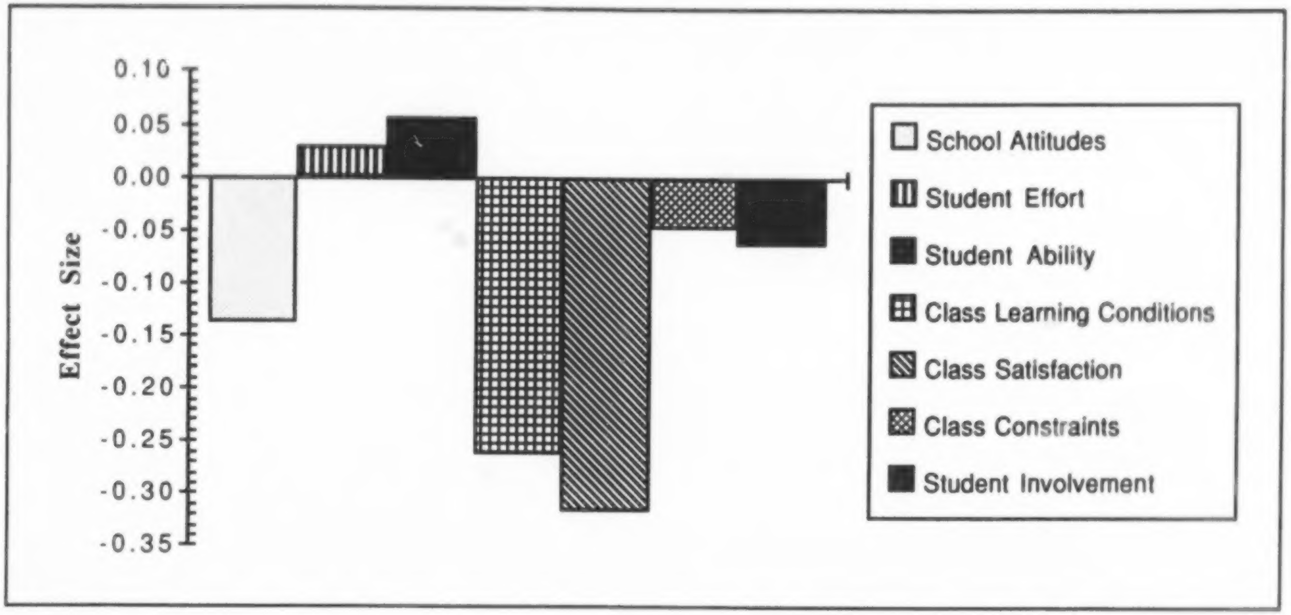


Figure 3. Senior High School Effect Sizes: Change from Fall 1993 to Spring 1994 by Scale.

Based on Data from Table 14. Effect size is equal to the difference between the Spring and Fall means divided by the Fall standard deviation. Effect sizes above .25 in absolute value are considered noteworthy.

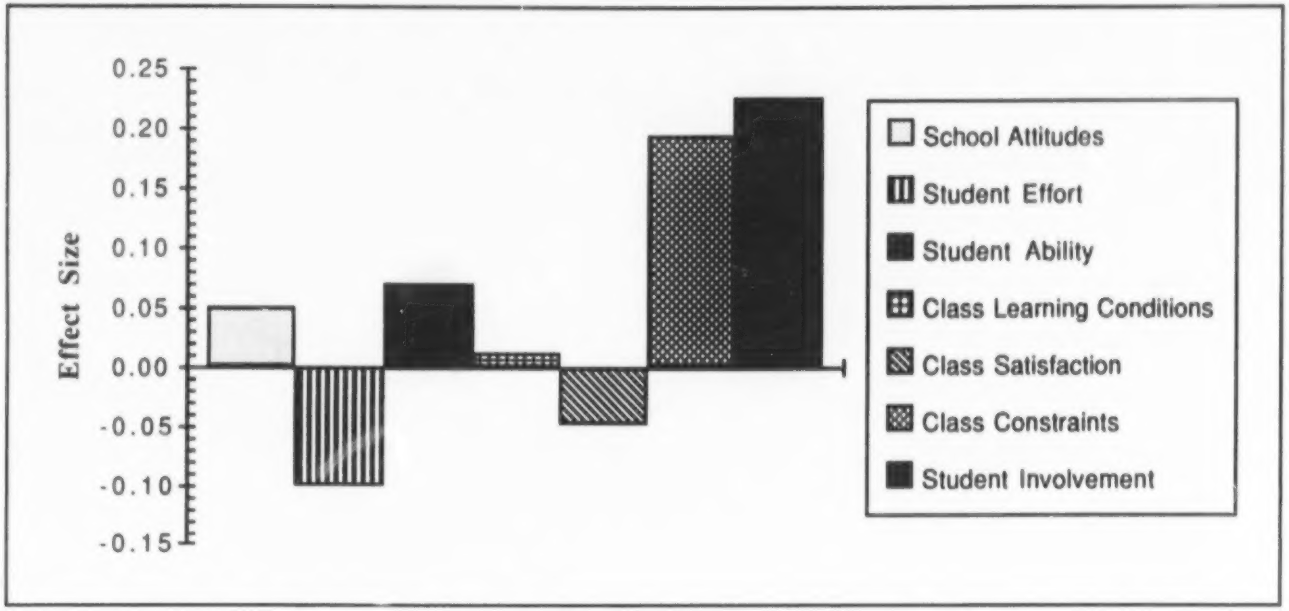


Figure 4. Other Secondary School Effect Sizes: Change from Fall 1993 to Spring 1994 by Scale. Based on Data from Table 14. Effect size is equal to the difference between the Spring and Fall means divided by the Fall standard deviation. Effect sizes above .25 in absolute value are considered noteworthy.